



WARNBRO  
COMMUNITY HIGH SCHOOL  
EDUCATION SUPPORT CENTRE

# Behaviour Procedures





## Purpose

Our Behaviour Procedures emphasises two key principles crucial for fostering effective learning environments and promoting positive student behaviour. First, creating safe, inclusive, and culturally responsive environments is a shared responsibility for our whole school community. Second, encouraging positive behaviour is essential for student engagement and maximising the impact of classroom teaching. Our school values student strengths and diversity, and we strive to communicate the rights and responsibilities necessary for building positive behaviour. We incorporate Collaborative Proactive Solutions, Restorative Approaches, and utilise Multi-Tiered Systems of Support, to ensure the needs of our students are being addressed. These principles address the growing challenges in managing student behaviour and aim to help students develop personal and social capabilities, ensuring they feel connected, valued, and acknowledged, thereby reaching their full learning potential to lead fulfilling lives.



# Hierarchy for supporting behaviour

## **Use all preventative strategies. These include:**

- Creating a positive environment
- HAPEER
- Differentiation Instructional Practices
- Explicit Direct Instructions Teaching Practices
- Diagnosis informed strategies
- Ziggurat model
- Trauma informed practice
- Positive behaviour support (PBS)
- Classroom management strategies (CMS)
- WCHS ESC Uniform Expectations
- Mobile Phone Policy
- Tier 1 Systems

## **Students requiring further intervention to support the behaviour:**

- Manage Behaviours Collaboratively
- Suicide and non-suicide self-injury (NSSI)
- Student disclosure Concern Form
- Student Behaviour Management Report

## **If the above strategy is unable to support the behaviour:**

- Use the collaborative proactive solutions (CPS) model
- If unsure of difficulty, collect data using ABC
- Monitor behaviour the change using Behaviour Recording sheet

## **If the behaviour continues to escalate:**

- Multi-Tiered System of Support (MTSS)
- Refer to Bullying Policy
- Managing Projection Behaviours Collaboratively
- Assessing the Situation
- Physical Restraint of a student
- The 95% of Team Teach
- Dynamic Risk Assessment Checklist
- Process to be completed when withdrawn from the classroom
- Restorative practise
- Revisit CPS
- Loss of good standing considered

## **If the behaviour escalates further:**

- Loss of good standing
- Suspension considered to support student growth
- Exclusion of a student from attending school

## **Incidents response and recovery:**

- Response and recovery checklist
- Recovery considerations in schools
- Critical incident reflection tool

## Preventative Strategies

Positive student behaviour is essential to promote engagement in learning and maximise the impact of classroom teaching. At Warnbro CHS ESC, we aim to create safe, orderly, inclusive, supportive, and culturally responsive environments that enable students to fulfil their learning potential. Our whole-school universal approach to student engagement is essential to student achievement. By implementing evidence-based, whole-school processes through the **HAPEER model**, we ensure each of the six tenets are addressed, allowing all students to flourish.

Through the **Differentiation model**, our teachers use tailored teaching and learning methods to meet the diverse needs of our students. We believe all our students are capable of learning successfully if motivated and given appropriate learning opportunities. Content, process, product, and learning environment are key elements of differentiation, used by teachers to successfully address student needs while being **diagnosis informed**. Differentiated teaching provides the right level of challenge and promotes engagement by responding to each student's individual differences in readiness, interests, and learning profile.

Our **Explicit Direct Instruction approach** supports our teachers in explicitly introducing new knowledge, understandings, and skills while maintaining engagement. As outlined in "Teaching for Impact," it supports the cognitive load theory for how students process new information. By focusing on our fortnightly **Behaviour Expectations** and **Classroom Management Strategies**, maintaining high standards for uniforms in accordance with our **Uniform Policy**, and adhering to our **Mobile Phone Policy**, we are building the capacity of our students to feel safe and supported.

### Hierarchy - Use all preventative strategies these include:

- Creating a positive environment
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- Explicit Direct Instructions Teaching Practices
  - Diagnosis informed strategies
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- Tier 1 Systems





## Creating A Positive Environment

### **1. CODE OF CONDUCT**

#### **1.1 EVERY STUDENT HAS THE RIGHT TO:**

1. Quality Curriculum
2. A Supportive Learning Environment
3. Differentiated Learning
4. Collaborative and Proactive Solutions

#### **1.2 SCHOOL CODE OF BEHAVIOUR**

**Members of the school community have a responsibility to uphold our school values:**

- Purpose - In our pursuit of a deeply meaningful educational journey, we aim for students to pursue their passions by fostering dedication from both staff and students. Our goal is to empower students, amplify their voices, and create an environment where they can truly flourish, celebrating accomplishments and providing diverse opportunities that offer access to mirrors, windows, and doors for all.
- Empowerment - We are dedicated to fostering empowerment by nurturing individual strengths through differentiation and encouraging self-expression. We offer choice and relevance in learning, equipping all with the confidence and skills to make a positive impact on their own lives and the broader community. We provide an engaging and supportive environment where students and educators alike can thrive.
- Equity - We believe in providing equal opportunities, respect, and recognition to every member, irrespective of background, identity, or perspective. Our goal is to foster an environment where everyone feels valued, heard, and empowered to contribute unique talents and ideas, creating a dynamic and inclusive team where all can flourish and contribute to our collective success.
- Connections - We support the professional and personal growth of all members within the school community in a purposeful and meaningful way. Through differentiation, we recognise the diversity of all staff and students, setting high expectations for success. Growth - We support the professional and personal growth of all members within the school community in a purposeful and meaningful way. Through differentiation, we recognise the diversity of all staff and students, setting high expectations for success.
- Growth - We create opportunities for students to connect classroom practices with real-life experiences, fostering a determination for growth. This ensures positive connections within the school community and supports evidence-based practices. Our consistent approach encourages exploration and connection with the world, allowing every student to flourish.
- Independence - We aim to empower students for a meaningful learning journey, fostering academic and social potential. We are dedicated to using technology to support diverse abilities, promoting independence for students in and beyond school. To achieve this, we will nurture autonomy, advocate for equity, and prepare our students for their future outside of school.
- Relationships - We believe relationships make long lasting impacts on everyone's lives. For a relationship you need to use trust and honesty, that allows you to connect with others from diverse backgrounds. This is important so we can implement teamwork that forms part of a healthy lifestyle. (Student voice)



### 1.3 SCHOOL POLICY RULES

The following rules have been established to preserve good order, safety and the right of all students to learn.

#### Positive Behaviour Supports

A student's competence and capacity to, in context of the school community expectations and values:

- recognise and regulate their own emotions
- develop empathy for others and understand relationships
- establish and build positive connections with adults and peers
- make responsible decisions
- work effectively with others
- cope with challenging situations.

#### Attendance

Students are considered at risk if attendance falls below 90% (as per Department of Education and Training guidelines). Absences will be followed up by Classroom Teachers, Youth Worker and Administration.

#### Punctuality to Class

- All staff and students are expected to be on time to classes.
- Students who are consistently late will be supported to collaboratively problem solve the difficulty with arriving to class on time.

#### Uniform

- It is a condition of enrolment that students comply with the school dress code, as outlined in our Warnbro CHS ESC Uniform Expectations.
- Occupational Health and Safety (OHS) regulations require students to wear enclosed shoes in all practical areas.

#### Curriculum

- All curriculum is evidence based and informed by the WA Curriculum, Award Scheme Development and Accreditation Network (ASDAN), and Vocational Education and Training (VET).

#### School Grounds

- Students are only permitted in designated areas of the school grounds.
- Students may only leave school grounds during the school day after obtaining permission from parents.
- All students are supported to independently move around the school when required. Movement during class time will require a student to carry a class pass.
- All students will be expected to assist in keeping the school environment clean, both in and out of the classroom.
- Bike, scooters and skateboards are to be secured on entering school grounds.

## **Prohibited Substances/Items**

- Prohibited substances include: alcohol, tobacco, vapes, illegal drugs, solvents and other substances which may be used for illicit purposes (prescribed medicines).
- Chewing gum, thick texta markers, liquid paper and aerosol cans.
- Laser pointers.
- Items used as weapons.

## **1.4 STAFF ROLES AND RESPONSIBILITIES**

Warnbro Community High School Education Support Centre has adopted a whole-school approach to student behaviour management. To maximize the effectiveness of these strategies the following roles and responsibilities apply to all staff.

- Modelling appropriate behaviour: punctuality, courtesy, respect, appropriate language.
- Establishing and enforcing the Code of Conduct.
- Adhering to the school Behaviour Procedures.
- Abiding by the guidelines outlined in the Child Protection Policy.

### **The Principal agrees to:**

1. Support the principles of the Behaviour Procedures.
2. Promote a positive school culture.
3. Authorise the suspension of a student from school for a severe breach of behaviour.
4. Manage end-of-line behaviour processes.

### **Deputy Principals agree to:**

1. Promote a positive school culture.
2. Co-ordinate Warnbro CHS Education Support Centre's Behaviour Procedures.
3. Monitor engagement and attendance of students.
4. Provide support for classroom teachers, both incidentally and as detailed in Student Behaviour Management Report.
5. Respond to student disclosures of concern and take the appropriate actions required.
6. Promote collaborative proactive solutions (CPS) and restorative approaches to build positive working relationships in the school community.
7. Suspend a student from school as authorised by the Principal for any serious breach of the behaviour code.
8. Support staff with teaching and behaviour procedures, professional development, case management support, CPS and restorative approaches.



### Classroom Teachers agree to:

1. Create a positive classroom environment where appropriate behaviours are explicitly taught as needed.
2. Be conversant with and implement classroom management strategies that reflect current best practice.
3. Be aware of all school policies.
4. Be consistent in approach and fair in application of Behaviour Procedures.
5. Place emphasis on the student's difficulty rather than on the student and focus on collaboratively problem solving.
6. Account for student movement around the school.
7. Record student behaviour on the Student Behaviour Management Report and SIS. They should be written in a factual and objective manner following the **Situation, Action, Outcome** formula.
8. Adhere to the standards as outlined by DOE's Code of Conduct and role model appropriate behaviours and strategies at all times.

### 1.5 TEACHERS' CODE OF CONDUCT

- **Behave professionally and with integrity** - We are honest and trustworthy in our relationships, and demonstrate dignity and integrity at all times, both at work and in the community.
- **Create cultural safety** - We create and sustain culturally safe and responsive work and learning environments.
- **Embrace equity, diversity and inclusion** - We celebrate and embrace people from all backgrounds and value every person as an individual.
- **Maintain safety and wellbeing** - We maintain the safety and wellbeing of ourselves, our students, our colleagues and our stakeholders.
- **Maintain accurate records** - We are rigorous in recording, managing and maintaining information.
- **Protect official and confidential information** - We access and use official and confidential information only for authorised purposes.
- **Behave honestly** - We are honest and truthful in our behaviours and we call out instances of fraudulent and corrupt conduct.
- **Use public resources responsibly** - We use the resources of the State in a responsible and accountable manner.
- **Manage gifts and benefits** - We observe integrity and ethics when receiving or offering gifts and benefits.
- **Declare and manage conflicts of interest** - We ensure that our personal or private interests and affiliations do not conflict, or appear to conflict, with our public duties.
- **Recruit equitably** - We follow the Public Sector Commissioner's Employment Standards and the Department's human resources policies, procedures and guidelines.
- **Make accountable procurements** - We conduct ethical, honest and fair procurement activities, and manage contracts appropriately.

## **2. CLASSROOM MANAGEMENT STRATEGIES**

### **2.1 CLASSROOM TEACHING ADHERES TO:**

- Processes outlined in the Pedagogical Framework, Staff Handbook and Behaviour Procedures.
- Establishing positive relationships and maintain positive regard with all students.
- Clearly delineated positive class expectations which are reinforced regularly.
- Effective organisation and planning adhering to the AITSL standards.
- Co-designing learning and the environment.
- Effective and timely feedback.

### **Achieving effective classroom management involves:**

- A considerable amount of specific positive feedback.
- Respect and courtesy to the class.
- Communication and discussion of your expectations of the class.
- Being consistent in enforcing and reinforcing behaviour expectations. Students become confused and class relationships are weakened if behaviour is managed inconsistently. Students feel “picked on” and become resentful if the same misdemeanour is addressed one day and ignored the next.
- Establishing and practising specific routines that settle and focus students quickly. (e.g. entering and leaving the room, finding something quietly to carry on with when work is finished, working in groups, etc.)
- Ensuring that you model punctuality and on-task behaviour.
- Developing class unity through Tribes processes.
- Actively supporting whole school policies – e.g. wearing the uniform.
- Dealing quickly and effectively with disruptions:

a) Provide positive reinforcement for appropriate behaviour. Positive behaviour should clearly relate to specific behaviour, motivate the student and be immediate – recognising that all behaviour is a form of communication.

b) When a student is unable to follow expectations, it is important to acknowledge students do well if they can. To maintain the dignity of the student refer to “Managing Behaviours Collaboratively Flowchart.”

### **2.2 STUDENT DIARIES**

The WCHS student diary is a tool in student management.

The diary may be used to:

- Set learning goals
- Record daily timetable and events
- Reflect on daily experiences – what worked well (WWW) and even better if (EBI)
- Facilitate communication between student and their family regarding daily events.

## **2.3 LIBRARY**

A current Library card needs to be maintained by all students. It is the student's responsibility to immediately replace lost cards at their own expense.

## **2.4 CREATING A POSITIVE LEARNING ENVIRONMENT**

Get to Know Your Students

- Use student Learner Profiles to guide your understanding of their interests, strengths, capabilities and learning preferences.
- Discern the individual needs of your students and how those needs influence their behaviour and connections.
- Ensure the necessary adjustments are made to meet the individual needs of each student.

### **Effective Communication**

- Value student voice.
- Ensure effective and timely feedback.
- Co-designing learning and environments.

### **Being an Effective Teacher**

- All class time is to be respected and valued for student learning.
- Have lesson and materials prepared when the students enter the room.
- Fit the contents of lessons to the needs and abilities of the students.
- Establish consistent practices so that your students know what to expect when they come to your class; entry and exit routines, collecting materials routines, use of diaries as outlined above, lanyards for leaving the classroom during class.
- Follow the Differentiation Instruction Model and Explicit Direct Instruction when delivering lessons.

## **3. CASE MANAGEMENT**

### **3.1 MULTI-TIERED SYSTEM OF SUPPORT**

A multi-tiered system of support that holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support.

This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

### **3.2 WITHDRAWAL FROM CLASS**

In accordance with the Student Management Report leadership will contact families if a student is withdrawn from class to complete targeted learning.

### **3.3 MANAGEMENT PLANS**

Management Plans are designed to support a student whose behaviour has become increasingly complex requiring a greater level of intervention and monitoring by the school.

A Management Plan will be of a much bigger plan of action to support the student's needs this includes Escalation Profiles and Risk Management Plans. Key stake holders collaborate to develop systems of support.



### **3.4 GOOD STANDING**

All students start the term with good standing. All students will be supported to display positive behaviour. Students may lose good standing if struggling to meet expectations which could lead to physically harming another person, bringing weapons on-site, possession or use of drugs and alcohol, and accessing pornography.

### **3.5 DETENTION**

Based on our Positive Behaviour approach detention is not a strategy used at our school.

## **4. NON-COMPLIANT BEHAVIOUR**

### **4.1 ATTENDANCE**

Warnbro CHS ESC is committed to supporting students to attend. We identify factors which may influence attendance such as family issues, mental health issues, engagement and motivation. Identify strategies / support for the school and individuals to attend. The school has clear systems and whole school approaches to recording and monitoring attendance.

It is a legal requirement for all middle school age students to attend school every day. For post compulsory school aged students' daily attendance is a legal requirement until the year they turn 17. There is a formal process for those wishing to exit school earlier as they must be engaged in education, training or employment until this age.

### **4.2 BULLYING**

Bullying is wilful behaviour causing embarrassment, pain and discomfort. It generally occurs over a period of time and in situations where there is inequity of power. The main types of bullying are physical, verbal, social and psychological.

Bullying is not tolerated in our combined schools. Everyone has the right to feel safe and valued in our schools.

#### **Everyone is responsible for the prevention of bullying.**

As a whole school we deal with bullying both pro-actively and re-actively.

As a school we:

- Deliver programs which increase awareness and teach strategies to manage the issue.
- Attempt to empower all students with skills to make a positive difference.
- Ensure adequate and active supervision of areas during break times.
- Encourage an atmosphere/ethos of cooperation and support where everyone feels responsible for dealing with the issue.
- Adhere to the Bullying Policy



### **4.3 LAWFUL AND UNLAWFUL BEHAVIOUR**

A small percentage of students and community members commit unlawful acts at school. While at school you have the right:

- To be free from harm.
- To teach and the students have the right to learn.
- To have your property be free from damage.

The Police unit will be called immediately to deal with unlawful behaviours.

Unlawful incidents include direct personal threats, carrying or using weapons, selling or using illicit substances and physical assault.

### **4.4 CHILD PROTECTION PROCEDURES**

The school has a legal responsibility to report issues and incidents to do with the care and protection of students. Everyone working in a school is responsible for reporting concerns of neglect or emotional, physical or sexual abuse.

### **4.5 RECORD KEEPING**

Records of importance are kept on Department of Education recording systems. This is the central point for all staff to access data on individual students.

Records of allegations, disclosures or observations, including dates, the nature of indicators and injuries are kept in accordance with the Department of Education's processes.

### **4.6 PROVISION OF EVIDENCE-BASED DRUG AND ALCOHOL EDUCATION**

The K-10 Western Australia Health & Physical Education Curriculum outlines age-appropriate content that is taught to our students in years 7-10. To support the teaching and assessment of the content the school delivers the Challenges and Choices resilience, drug and road safety education program as part of health classes in years 7-10. This program is developed by School Drug Education & Road Aware (SDERA) and is recognised by the Education Department. The activities focus on developing the skills that young people need to be able to make healthy and safe decisions associated with alcohol and other drugs, and road use.

### **4.7 SUICIDAL BEHAVIOUR AND/OR NON-SUICIDAL SELF-INJURY**

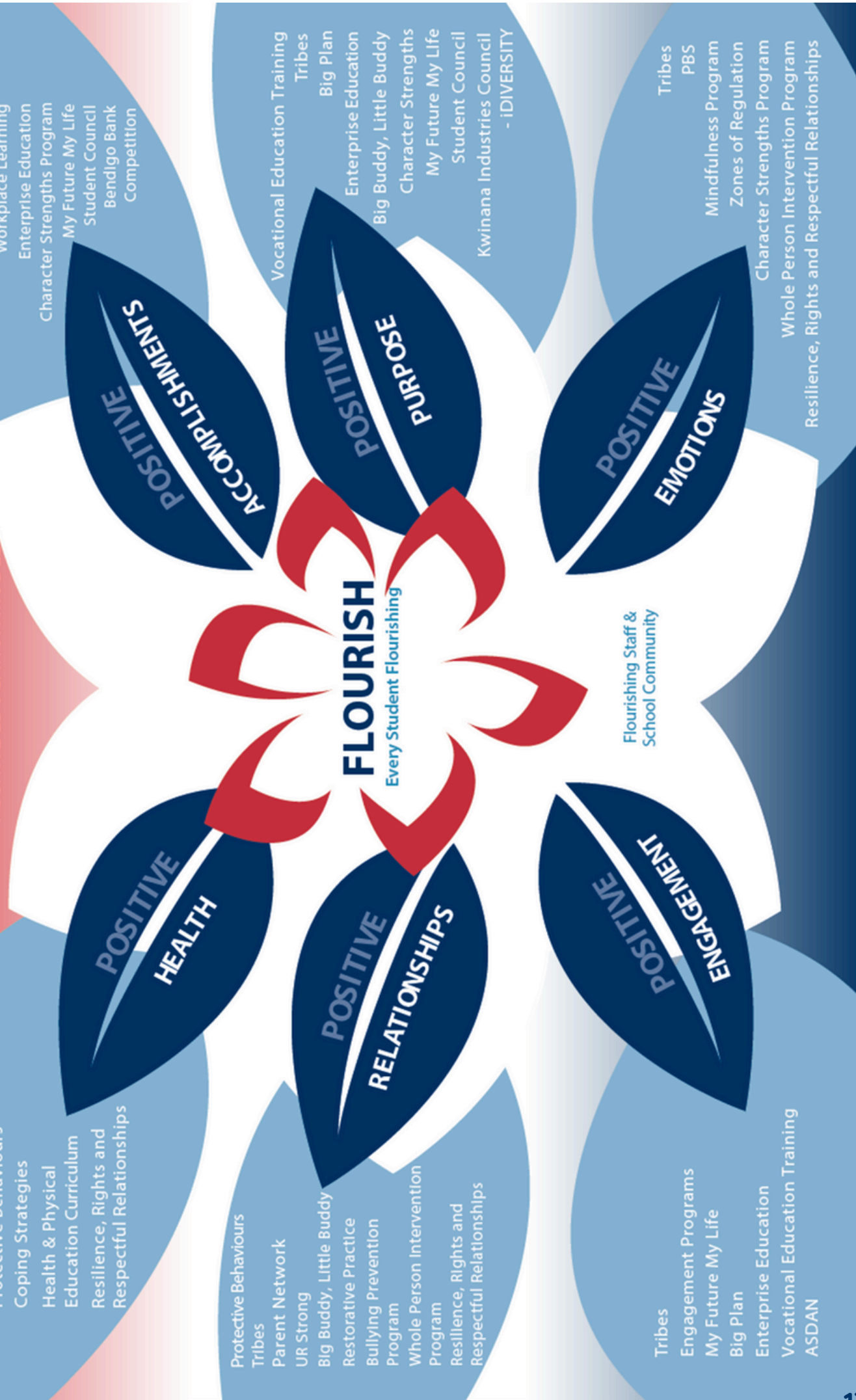
The school takes student self-harm very seriously. Staff supporting students who are showing signs of suicidal behaviour or self-harm notify leadership immediately will follow "School response to student suicidal behaviour and non-suicidal self-injury quick reference."

**PLEASE FIND ATTACHED OUR PROCEDURES FOR FOSTERING A POSITIVE CULTURE WITHIN OUR SCHOOL, OUTLINED IN A HIERARCHY FOR SUPPORTING BEHAVIOUR.**

# HAPEER

WARNBRO CHS ESC

POSITIVE EDUCATION MODEL

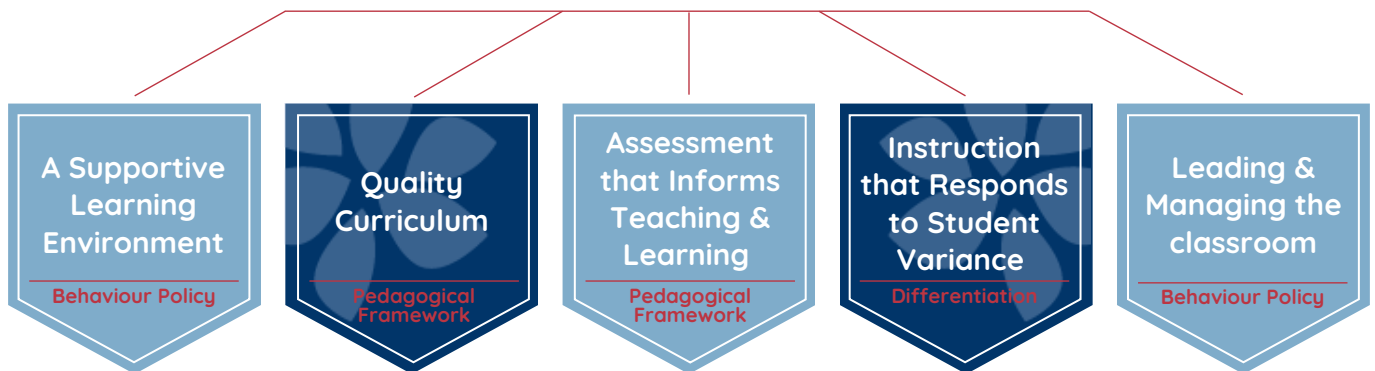




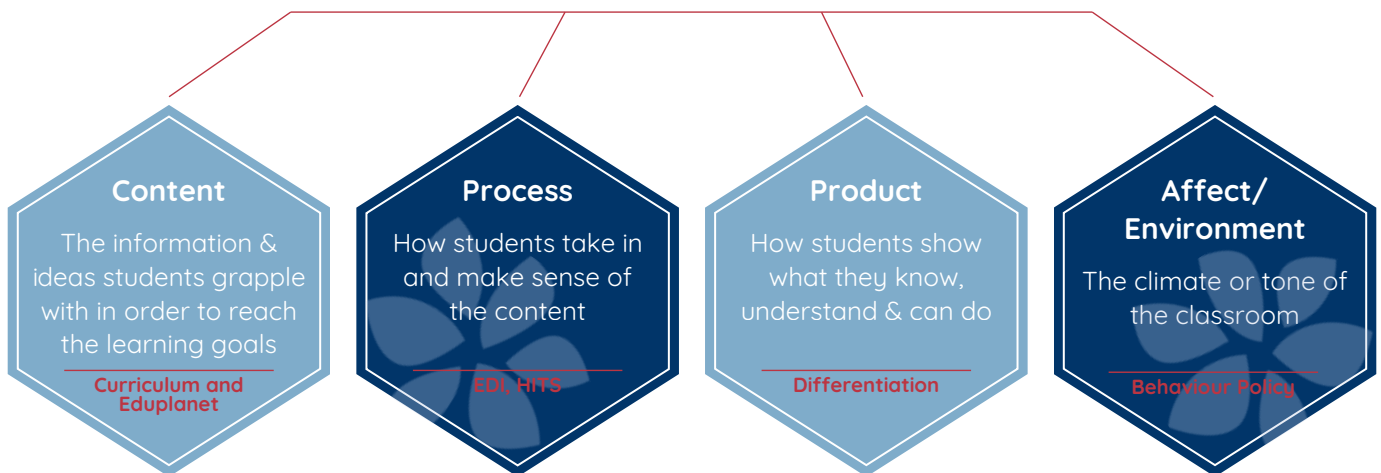
# DIFFERENTIATION

A TEACHER'S PROACTIVE RESPONSE TO  
LEARNER NEEDS SHAPED BY MINDSET

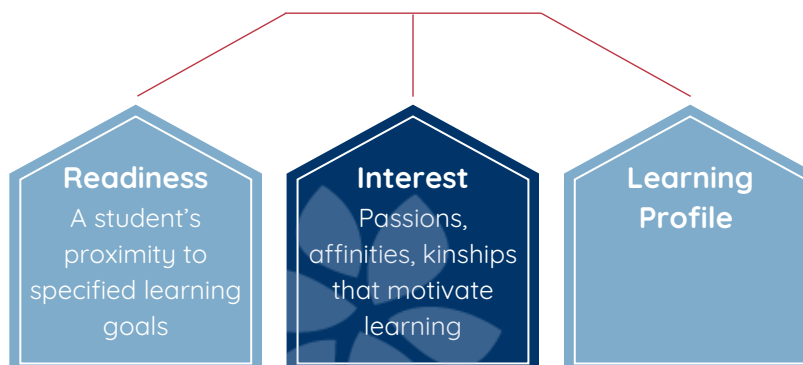
## PRINCIPLES OF DIFFERENTIATION



## TEACHERS CAN DIFFERENTIATE THROUGH



## ACCORDING TO



## Lesson Plan

The Power of the Well-Crafted, Well-Taught Lesson: the purpose of Explicit Direct Instruction (EDI) is to provide clear, structured teaching strategies within a lesson plan, aimed at facilitating active engagement, comprehension, and mastery of academic content for all students.

### Warnbro CHS ESC

#### Well-Crafted Lesson Plan

##### Learning Objective:

Must contain a concept (big idea) and skill (verb) to describe what the student is going to do successfully and independently at the end of specific lesson.

##### Activate Prior Knowledge:

Making a connection between something students already know and the new content they are going to learn can be through universal experience or sub skill review.

##### Concept Development:

You explicitly teach the concepts contained in the learning objective with a written definition, include examples and non examples.

##### Skill Development:

The teacher explicitly teaches students the strategies you use to solve problems.

##### Relevance:

Explicitly teach students why learning the new content is important to them and to society.

##### Guided Practice:

Include the steps and processes that are used to solve problems implement Rule of Two teacher works a problem, checks for understanding, students work a similar problem, and then check for understanding.

##### Closure:

Final checking for understanding and takes no more than 5 minutes.

##### Independent Practice:

The task students complete by themselves without teacher's help.  
Check every couple of minutes students are completing problems.  
Work with students who require further support.

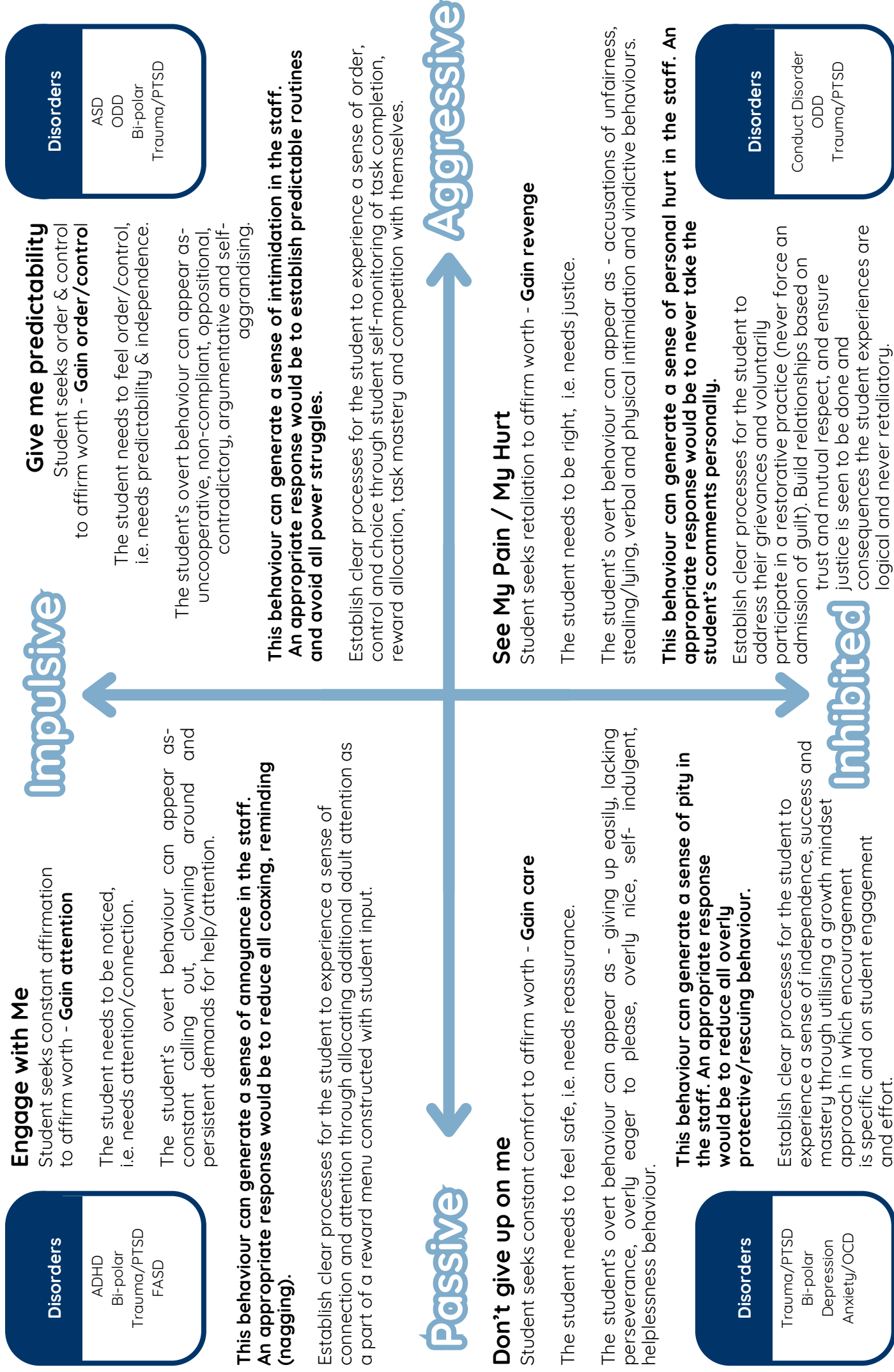


## Creating Academic STUDENT ENGAGEMENT

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**  
A → B, B → A
- **Attention Signal**  
Eyes Front, Back Straight
- **Whiteboards**  
Chin-it
- **Complete Sentences**  
Public Voice, Academic Vocabulary

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# A Diagnosis Informed Social Discipline Model





# Ziggurat Model for Decision Making

This model represents the hierarchy of needs that need to be fulfilled before a student can engage fully in learning

## Skills to Teach

*What do we need to teach? What should the student know, understand and be able to do as a result of their learning?*  
Ensure the core features of ASD are catered for – Social/Emotional, Communication and Restricted Interest/Repetitive Behaviour, Organisational, Self-Regulation; Prioritise academic content from baseline data (see below).

## Task Demand

*What is the student's readiness for the task? What are their learning preferences/approaches to learning? Does the student have the skill sets and prerequisite skills to engage in tasks, activities or learning?*

Academic - Take a baseline for Numeracy and Literacy using standard tools/assessments, social/Emotional checklist, motor skills checklists

## Structure/Visual Supports

*Does the student always fully understand what is expected of them, as well as how and when to do it? Does the student know the routines that enable them to work in an assortment of ways effectively? Do these routines allow for independence? Does the student have ready access to the resources necessary for success?*

*What is needed in instruction for this student? Communication: how is information being given to the student – are enough visuals being used? How is the student giving their information? Can the student communicate successfully without verbal language? Does the student have access to the technology required? Does the student know – 1. What do you want me to do? 2. How do you want me to do it? 3. What am I doing this for (reinforcement)? 4. How do I know I am finished? 5. What do I do next?*

## Reinforcement

*Why would the student want to engage? Does the task link to the student's interests and learning profile (strengths, personal experience, needs, culture, stage of development)? Does the task open and extend the student? Does the environment invite learning – is it an environment that feels safe, affirming, supportive, communicative, respectful, positive and hopeful? If there is a R+ system in place, is it motivating for the student? Is not doing the task or activity more reinforcing?*

*Find their currency: Do a reinforcement inventory to find out what is motivating. Ensure consistency across environments and staff.*

*Reward what you want to see - Deliver high rate of reinforcement, contingent on the desired behaviour and then gradually decrease rate and frequency. Pair tangible with social reinforcer and fade tangible as soon as behaviour is consistently demonstrated.*

## Sensory and Biological

*Are there any internal issues that are influencing the student's functioning or behaviour? Is it:*

**Anxiety caused by** – something in the learning environment such as sound light, smells, proximity, textures, need for/avoiding movement – Do a sensory checklist, identify possible issues and then make changes or teach strategies (sensory diet, positional changes, earphones, movement breaks, sensory tent, twiddlers) **Anxiety caused by** - the climate or tone of the classroom: does the student have a voice that is listened to, do they feel valued and respected? Do positive relationships exist between the student and staff and peers? Is the classroom managed in a way that helps the student feel physically and affectively safe? **Non participation and/or irritability caused by** – Hunger from dietary issues, fatigue from sleep issues, illness, pain, heat or cold, or medication side effects – collect data

### Tier 1 Informed Practice – Student checklist.

Tier 1 Informed Practice is an 8 point framework/PRACTICE of intervention which is based on the Australia Childhood Foundation's Smart P.R.A.C.T.I.C.E (2006) however it has been tailored specifically for our schools environment. Its aim is to support children stabilise the effects of and then recover from the impact of chronic traumatisation. It suggests a range of strategies and techniques which you can apply to assist children at school. Many of the key T.I.P. strategies will help to reinforce other tier 1 processes/strategies already in place throughout the school, such as ASD informed practice, CMS, PBS, Positive Education, Team Teach.

The key to supporting children who have experienced complex developmental trauma is to create a relational environment in which their experiences directly address the delays and difficulties that have resulted from the trauma.

	Theory	Key Strategies
<b>P</b> Predictable Practice	<p>Children with a Developmental Trauma Background (DTB) experience change to routines and their environment as potential threat. The familiar is safer for these children than the unfamiliar.</p> <p>Their responses tend to be reflexive (from the limbic lobe) rather than thoughtful and planned (controlled by their cortex).</p>	<ol style="list-style-type: none"> <li>1. Create an environment that is predictable, familiar and welcoming for all staff (daily meetings/effective verbal communication and written documentation/ plans accessible to all staff).</li> <li>2. Consolidate a reliable routine of activities that the child will experience as familiar (<b>E.g. greet / check in with child before they enter the classroom, teach meta-cognitive/organisation skills</b>).</li> <li>3. Establish a supportive pattern of communication that explains the immediate and short-term future (<b>e.g. visual timetables, task analysis prompt sheets, use timers, teach independence skills so the child can self-monitor</b>).</li> <li>4. Prepare the child for transitions and changes to routines (<b>e.g. social stories</b>).</li> <li>5. Engage family/carers in all phases of the support process; increase predictability between school and home environment.</li> </ol>
<b>R</b> Responsive Practice	<p>Traumatised children often find it difficult to remember/ apply rules and predict consequences. The challenging behaviour demonstrated by traumatised children can evoke reactions in others which further escalate their stress and disconnection.</p> <p>Being responsive to traumatised children relies on understanding the meaning and function of the behaviour.</p>	<ol style="list-style-type: none"> <li>1. Clearly articulate behavioural expectations (<b>PBS, 95% team teach, CMS, reward menu</b>)</li> <li>2. Prioritise positive reinforcement to acknowledge examples of specific behavioural success (<b>verbal praise, pos cards</b>).</li> <li>3. Explicitly teach behavioural expectations and use teachable moments to reinforce generalisation of behavioural expectations (<b>PBS, Tier 1 SEL curriculum e.g. bullying prevention program, Restorative Practice</b>).</li> <li>4. Develop an understanding of the function of the child's behaviour concerns (<b>FBA, ABC checklist, FIDO behaviour tracking</b>).</li> <li>5. Consult with Deputy to review / make modifications to tier 1 strategies (<b>Response to Intervention</b>).</li> <li>6. During a behavioural escalation – implement behavioural management strategies with fidelity, e.g. <b>TIP response document, minimal verbal input and processing time (CMS, TIP escalation document, 95% team teach)</b>.</li> <li>7. Sanction the behaviour breach, however stay connected with the child, use neutral body language and tone, repair the relationship after a critical incident, identify the time to teach behaviour (<b>CMS, 95% team teach, restorative practice</b>).</li> </ol>
<b>A</b> Attuned Practice	<p>Children from DT background are not attuned to the way they feel because:</p> <p>They experience feelings as separate to themselves.</p> <p>They have a limited vocabulary of feelings that they can describe and express.</p> <p>They subconsciously transfer the emotional reaction from a previous traumatic experience into a current situation.</p> <p>Traumatised children need help to tune into the way they are feeling. They need help to learn to link their perceptions and experiences to their feelings.</p>	<ol style="list-style-type: none"> <li>1. Help the child identify and attend to their own physical needs for food, water, sleep, body breaks.</li> <li>2. Help the child to develop an enhanced vocabulary about feelings (<b>ZONES OF REGULATION, SEL curriculum</b>).</li> <li>3. Consolidate ways for staff to be aware of and track children's feelings on a regular basis (<b>ZONES OF REGULATION, escalation profile, Behaviour tracking document</b>).</li> <li>4. Ensure the child's sensory needs are being met (<b>sensory profile, scheduled and unscheduled sensory breaks</b>).</li> <li>5. Practice "surprise situations" in a controlled safe way, repeatedly</li> <li>6. <b>Encourage the child to participate in creating and reviewing their own escalation profile and participate in Restorative Practice.</b></li> </ol>



<b>C</b> <b>Connecting Practice</b>	<p>Children from DT background often feel disconnected from their feelings and their own sense of identity because:          Their experience of relationships has been disempowering.          They are used to being ignored.          They spend a lot of time feeling stressed or overwhelmed, which reduces their brain's capacity to understand experiences.</p> <p>For change to occur, these children need repeated exposure to people who will understand and acknowledge the legitimacy of what they feel and who they are. As children experience supportive relationships, they will come to trust their feelings and their ability to manage them.</p> <p>Children's episodic and narrative memory functions are disrupted by trauma. They find it difficult to generate stories about their day to day experiences or make sense of their past. They feel separate from their past and present and have no 'starting point' for the future.</p> <p>Children from DTB need help to strengthen their memory capacity and to practice remembering events and experiences.</p>	<ol style="list-style-type: none"> <li>1. Support traumatised children to experience validation of their feelings and thoughts (morning meeting/TRIBES, Zones of Regulation, Restorative Practice).</li> <li>2. Staff to regularly reflect back to the child the way the child appears to be feeling; name it to tame it offer scheduled and unscheduled sensory breaks, offer choice when appropriate (95% Team Teach, Zones of Regulation).</li> <li>3. Empathise and reassure the child in times of heightened emotional states (Zones of Regulation, 95% Team Teach)</li> <li>4. Link the child to a variety of staff who display unconditional positive regard toward the child and who can help unpack critical situations (Restorative Practice).</li> </ol>
<b>T</b> <b>Translating Practice</b>		<ol style="list-style-type: none"> <li>1. Morning meeting (Tribes).</li> <li>2. Create regular opportunities to review with children what they have done during the day or week; Reminders of success (PBS, 95% Team Teach, disability informed practice).             <ul style="list-style-type: none"> <li>- Help children write/tell real life stories which include them in it (Literacy).</li> <li>- Build stories with children that project them into the future with qualities/strengths that they know about themselves in the present (SEL - Character Strengths).</li> </ul> </li> </ol>
<b>I</b> <b>Involving Practice</b>	<p>Children from DTB have poor internal working models for forming, maintaining, understanding and being in relationships with friends because:          They feel disconnected and different to others.          They have little experience of positive relationships with peers.          They can find it difficult to tolerate the feelings of others and therefore do not know how to respond.          They are particularly prone to feeling humiliated in social exchanges because of their previous experiences of shame.          They often use unhelpful behaviour to engage with peers because they have few alternatives.</p>	<ol style="list-style-type: none"> <li>1. Support children to become part of a group (Tribes, friendship group, social skills groups).</li> <li>2. Engage children in practicing cooperative games (Tribes) and cooperative learning activities.</li> <li>3. Assist children to rehearse social experiences (PBS, friendship group, Bullying Prevention Program, Restorative practice).</li> <li>4. Focus on harmony, trust and compassion based relationships as part of normal school activities (Tribes, Bullying Prevention Program, and Restorative Practice).</li> <li>5. Make time daily for spontaneous, playful, fun opportunities.</li> </ol>
<b>C</b> <b>Calming Practice</b>	<p>Children from DTB live in a constant state of elevated stress and experience the unfamiliar as threatening. Traumatized children can find it difficult to change their own feelings of distress and calm themselves down. Calming the child's environment can make it easier for them to manage.          Facilitating regular opportunities to relax enables them to experience their minds and bodies in a different way and over time will build brain integration.</p>	<ol style="list-style-type: none"> <li>1. Implement scheduled and unscheduled individualised sensory breaks and processing time strategies.</li> <li>2. Build regular opportunities for relaxation into every day (Mindfulness practice, Mindful Movement).</li> <li>3. Increase staffs awareness of their levels of stress and their ability to apply strategies to facilitate their own positive mental health (co-regulation skills).</li> </ol>
<b>E</b> <b>Engaging Practice</b>	<p>Children from DTB have poor internal working models for relating to adults because:          They have had experiences of adults not knowing or meeting their needs.          They do not understand how to trust others.          Past relationships with adults have felt unpredictable and chaotic.</p> <p>Trauma affected children need repeated opportunities to experience spontaneous/positive/fun exchanges with adults.</p>	<ol style="list-style-type: none"> <li>1. Build a consistent reference point for children with firm and fair boundaries (CMS, PBS, 95% Team Teach).</li> <li>2. Engage in daily and repetitive positive exchanges that communicate unconditional positive regard no matter what (PBS, 95%Team Teach)</li> <li>3. Address the child's academic, learning style and wellbeing needs through a differentiated curriculum and flexible timetable (consider visual, auditory kinaesthetic models).</li> <li>4. Implement a Disability Informed Approach, be mindful of all the child's diagnoses</li> <li>5. Give messages to children that explain relational concepts such as trust, care and appropriate humour (SEL curriculum, TRIBES, 95% Team Teach, Restorative Practice)</li> <li>6. Regularly share safe, fun experiences with children.</li> </ol>





Informed by: Australian Childhood Foundation *Smart Practice*, 2006; DJ Siegal, *The Whole Brain Child*; D Hughes, *PACE*; BSEM 2016.

## Positive Behaviour Support

WCHS ESC is committed to providing a safe and supportive learning environment. Our approach to behaviour management encompasses a variety of strategies and interventions to ensure the very best academic, social and behavioural outcomes for all students.

Our School focuses on three key areas to promote positive behaviour:

**Be Responsible, Be Respectful, Be Your Best.**

 WARNBRO COMMUNITY HIGH SCHOOL EDUCATION SUPPORT CENTRE	Warnbro Community High School Education Support Centre Behaviour Expectations		
	<b>Be Responsible</b> 	<b>Be Respectful</b> 	<b>Be Your Best</b> 
<b>Whole School</b>	<ul style="list-style-type: none"> <li>Ask for help to solve an issue</li> </ul>	<ul style="list-style-type: none"> <li>Follow all staff instructions</li> <li>Use attentive listening</li> <li>Allow personal space</li> <li>Keep hands, feet and objects to yourself</li> <li>Treat others the way you want to be treated (respectfully).</li> </ul>	<ul style="list-style-type: none"> <li>Seek help and feedback when needed</li> <li>Offer to help others as needed</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Take/use body break/sensory break as needed</li> <li>Ask permission to leave class</li> </ul>	<ul style="list-style-type: none"> <li>Use attentive listening</li> <li>Raise your hand to contribute</li> <li>Take turns when sharing as a class or in groups</li> <li>Follow all staff instructions</li> <li>Use appropriate language (including non-verbal) when communicating with others</li> </ul>	<ul style="list-style-type: none"> <li>Focus on your own task</li> <li>Display effective teamwork</li> <li>Display a positive attitude</li> </ul>

Expected behaviours are introduced to the whole school during Community Time, with the presenting class providing examples. The behaviour is then taught in class throughout the following fortnight.

The class teacher recalls behaviour expectations and models appropriate behaviour throughout the next two weeks. They also support students who require further prompting of expected behaviour with continual modelling.

When students demonstrate the expected behaviour POS cards are issued as a positive reinforcement.

Students can choose to use their Pos cards in exchange for a prize or have the opportunity to place their card in a box that is drawn at Community Time for the chance to win a voucher.

## Classroom Management Strategies (CMS)

### The Skill Set

Include:

- Label
- Definition
- Rationale
- Nuance

For each

To prevent and/or  
respond to low level  
behaviours

- Building belonging/Winning over - Continuous
- Active Scan
- Transition
- Planned Ignore
- Proximity
- Minimal Verbal
- Non Verbal
- Pause
- Deal with the problem and not the student
- The Look
- Signal to Begin
- Responding to appropriate behaviour
- Modelling Appropriate Behaviour
- Private Dialogue
- Dealing with the Allies

#### Restore

- Come on Back

### Active Scan

Definition: When an educator overtly monitors student behaviour.

Rationale: By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.

Nuance: Use continuously.

### Transition

Definition: a sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It usually involves three components.

Rationale: anytime student movement is required.

Nuance: When - What - Who

### Transition Sequence

- 1.A signal to begin.
- 2.Statement of when the students will move.
- 3.Statement of what actions are expected of them.
- 4.Statement of who will move.
- 5.Check for understanding.
- 6.The statement to move.
- 7.Monitor movement and use proximity.
- 8.Provide specific and positive feedback.

WHEN ⇨ WHAT ⇨ WHO



### **Planned Ignore**

Definition: Withholding visual and verbal cues to intentionally ignore unproductive behaviour.

Rationale: The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.

Nuance: Only useful if the behaviour is not interfering with the learning of others.

### **Proximity**

Definition: Moving around the room during a task to prevent or respond to unproductive behaviour.

Rationale: Moving near students increases the chances that they will participate. Position yourself near the students most likely to demonstrate unproductive behaviour, OR move towards the students who are demonstrating off task behaviour.

Nuance: Use calm and neutral body language. It is often combined with scanning. Be aware of personal space.

### **Minimal Verbal**

Definition: As few words as possible communicating that a behaviour is unproductive.

Rationale: Select no more than 3 words to say to the student to bring the students attention to their behaviour. Can be used with a Look and a Non Verbal to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. Be aware of the power of intonation and syllable emphasis.

### **Non Verbal**

Definition: Use of gestures to communicate that a behaviour is unproductive.

Rationale: Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Student needs to be looking at the educator.

## **Pause**

Definition: An intentional pause during verbal instructions or discussion.

Rationale: The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Can be used in combination with another Low Key Skill for emphasis.

## **Deal with the Problem not the Student**

Definition: The educator focuses on the student behaviour rather than on student intentions or student personality traits.

Rationale: Usually an action or minimal verbal request responding to a physical behaviour, e.g. "Phone Please"

Nuance: As soon as the unproductive behaviour occurs.

## **The Look**

Definition: The deliberate use of extended eye contact towards a specific student.

Rationale: Eye contact with the student that conveys your awareness of their behaviour and a message to stop. Can be combined with a non verbal gesture to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. May be used with different levels of intent. Avoid the stare.

## **Responding to Appropriate Behaviour**

Definition: The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.

Rationale: Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviour.

Nuance: Especially useful if a student rarely demonstrates the appropriate behaviour

## **Modelling Appropriate Behaviour**

Definition: The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.

Rationale: Friendly and encouraging tone. Overt use of voice so that other students hear it.

Nuance: The difference between the responding and modelling is in the educator's intent.

## Deal with Allies

Definition: The use of a Low Key Skill with one or more students who become involved in an intervention with another student.

Rationale: Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will spread or escalate and helps maintain positive cohesion.

Nuance: Use low key skills to reduce interference before continuing with the original student. Say thank you once the ally has stopped and return to the original student.

## Restore - Come on Back

Definition: An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.

Rationale: It resets a positive tone and focuses on appropriate behaviour.

Examples:

- Positive encouragement
- A question (focus on learning)
- Non-verbal (thumbs Up)
- Minimal verbal (thank you)
- Response to Appropriate Behaviour

Nuance: Acknowledge positive behaviour as soon as it occurs to restore positive cohesion

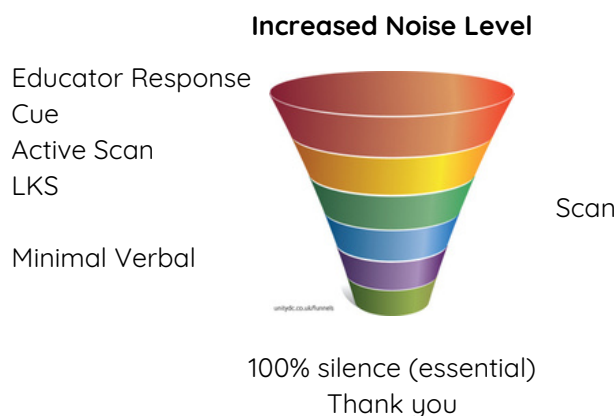
## Signal to Begin

Definition: A routine sequence of educators' behaviours that results in whole class attention on the educator.

- The cue
- Pause
- Active Scan
- Low Key Skills
- 100% attention
- Thank you

Rationale: By efficiently bringing a class to quiet the educator is reducing the opportunity for unproductive student behaviour.

Nuance: May be used at the start of an instruction or whenever the class is off task and needs to be refocused.



# WARNBRO CHS ESC UNIFORM EXPECTATIONS

## 'DRESSING TO BUILD UNITY & COMMUNITY'



WCHS Polo Shirt

WCHS White Shirt  
(Year 10-12)

WCHS Faction Shirt  
WCHS Jacket

WCHS Crew Jumper

WCHS navy or black  
shorts/ pants/  
mid-length skirt

Closed-In Footwear

Backpack - No Graffiti



Leggings/ jeggings/  
denim jeans/ shorts

Hoodies/ non-school  
jumpers, jackets & tops

Clothing/ Caps with  
inappropriate logos

UGG Boots/ thongs/  
slides/ heels

Caps/ Beanies on in class

No Bag

If Warnbro CHS ESC students are unable to follow the uniform expectations staff will support them in the following ways:

- Speak to student ask why?
- Contact parents/guardian to gain further understanding as to why the student is in incorrect uniform. Gain permission from parents for their son/daughter to change into suitable school spare uniform.
- If agreed request the student to change into school spare uniform.
- If we are unable to find uniform to fit or the parent/ guardian does not want their child in a spare uniform, Deputy will issue a uniform pass for that day.

If the student refuses to change provide them with an alternative working space and inform parent/guardian of the student's choice.

If a student has continual uniform breaches Leadership will meet with parents/ guardian to discuss the issue and agree on a plan.

## Student Mobile Phones In Schools Policy

For the purposes of this policy, 'mobile phones' includes smart watches and associated listening accessories, such as, but not limited to, headphones and ear buds.

The Department of Education does not permit student use of 'mobile phones' in public schools unless for medical or special circumstances as outlined in the policy.

It is important to note that it is not a requirement at Warnbro CHS ESC for students to have a mobile phone or other personal electronic devices at school except in the case where students have to monitor a health condition or have personal Alternative Augmented Assistive Communication devices .

Warnbro CHS ESC recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions under which 'mobile phones' are permitted at Warnbro CHS ESC.

This policy supports the school to provide a safe and productive learning environment for students reducing the potential for learning distractions for students. It also seeks to protect the privacy of staff and students, improve social connections at school and improve the health and wellbeing of students. While it is recognised that cyberbullying mainly occurs outside school time, banning the use of mobile phones allows students to better engage with their learning with their peers, without the pressure felt when needing to respond to a mobile phone.

WCHS ESC is committed to the education of students, staff and the school community in the responsible and acceptable use of mobile phones.

WCHS ESC takes no responsibility for lost, stolen or damaged 'mobile' phones or other devices.

### Conditions of Use

- The use of 'mobile phones' for all students will be banned from the time they arrive at school to the conclusion of the school day. This includes before school and at break times (off and away all day).



- Students who bring their mobile phone/device to school are required to switch off, and hand their phone into administration. The student owner of the phone will be recorded and the phones securely stored until collected from administration by the student at the conclusion of the school day.

### **Exemptions and Communication**

Exemptions to this policy include where a student requires a 'mobile phone':

- to monitor a health condition as part of a school approved documented health care plan in which case the student will be issued with a purple pass as part of their Health Care Plan; or
- with permission of a teacher for a specified purpose as part of a documented plan; or
- for communication purposes such as a personal AAC device in which case the student will be issued with a purple pass as part of their documented plan.
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day. Smart watches do not need to be stored in student services.
- While at WCHS ESC, students are the responsibility of the school. All communication between parents and students, during school hours, should occur via the school's administration. Students will always be permitted to use a WCHS ESC phone for important matters.

### **Breaches of this Policy**

If a student is found to be in possession of a Mobile Electronic Devices (MED) during school hours. Staff will support students in the following way:

- Speak to the student to understand the difficulty they are having with handing in their MED.
- Acknowledge the difficulty but remind them that it is a Department of Education policy that all MED need to be handed in.
- If the student chooses to keep their MED take them to an alternative working environment until they choose to hand in their MED. Inform the parent/ guardian of this decision.

If a student has continually Mobile Electronic Device Breaches Leadership will meet with parents/ guardian to discuss the issue and agree on a plan.

## Tier 1 Systems

To obtain commonality across the school each strategy is to be considered and thought about being implemented.

Strategies	Supports	✓
Large Whole Class Visuals	<ul style="list-style-type: none"> <li>• Timetable displayed within the classroom, and it is easy to read for the students within the room.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Timetable is set up the day before or on the morning and is gone through by the teacher with the education assistants prior to the students entering class. The team then work to have the resources and materials organised that will be required for the day.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The timetable is gone through by the teacher with the students during morning meeting.</li> </ul>	
	<ul style="list-style-type: none"> <li>• There is a timetable or method for education assistants knowing what student they will be working with/supporting in each session.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Each timetable item is removed when it is completed so the students can see that it is getting closer to home-time.</li> </ul>	
Referring to resources	<ul style="list-style-type: none"> <li>• Settling activity for individual students that give you an opportunity to go through required visuals on the desk like individual timetable, help card, break card, Zone calming tools at the start of everyday. For example, Daily journal they complete first with the day, date, month and weather then go through the visuals on the desk. Any activity can be used as long as it gives the person working with the student an opportunity to explain the tools one-on-one, they may require for the day.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Lesson objectives displayed in the classroom at the start of every session.</li> </ul>	
	<ul style="list-style-type: none"> <li>• A well-crafted lesson is being taught.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Teacher is using engagement norms during each lesson.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Is the lesson differentiated to support students to work independently.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Staff to use Classroom Management Strategies to support with behaviour when needed.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use of the help quadrant so students can tell/show what they need.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Staff focus on the behaviour of the fortnight from community time giving pos cards for positive reinforcement of showing the desired behaviour.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Staff use private dialogue (what is the difficulty with ????) to find out why a student is struggling to participate in class.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Coping strategies displayed either in the room or on the student's desk if they need them.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Visuals to support individual students in the classroom present on their desk.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Social stories for changes to the routines.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Smiling minds completed once a day in the classroom.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Positive reinforcement for showing desired classroom behaviours.</li> </ul>	
Classroom Expectations/Rules	<ul style="list-style-type: none"> <li>• A lesson should be conducted with each class, if not already done so, where common expectations/rules should be agreed.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The common expectations/rules should be explained regularly and referred to often and at neutral times.</li> </ul>	
Whole Class Noise Monitor  (To teach all students the appropriate noise level for given situations)	<ul style="list-style-type: none"> <li>• The use of the noise monitor needs to be taught</li> </ul>	
	<ul style="list-style-type: none"> <li>• A small desktop visual can be used for those individual students who consistently display loud behaviours.</li> </ul>	
Use of classroom teacher "think aloud" and 'teaching staff conversation"	<ul style="list-style-type: none"> <li>• The noise monitor allows all teaching staff to use a common language to address a common problem. This is also true when addressing the use of swearing or inappropriate language through the consistent use of common language, eg, "Green words please" or "Kind words please."</li> </ul>	
	<ul style="list-style-type: none"> <li>• What is going to happen?</li> <li>• How is it going to happen?</li> <li>• Behavioural expectations while it is happening</li> <li>• For example, "After sport Mrs Smith we will have a class meeting" "Mrs Green, during the class meeting can you please have the reward tokens ready for each student who is using their number 2 voice and kind words." "Mrs Green, after reading today I was thinking that we may have a game of Kahoot if we can all use kind words during reading. What do you think of that?"</li> </ul>	

## Intervention

At times students may require further interventions due to a combination of individual learning needs, behavioural challenges, emotional and wellbeing needs, impact of disability, and external factors such as home environment and health. Our role is to identify the student's difficulty so that we can have a more accurate, compassionate understanding of a child's concerning behaviour.

Equity = Data + Systems + Practices = Outcomes

### **Hierarchy - Students requiring further intervention to support the behaviour:**

Manage Behaviours Collaboratively

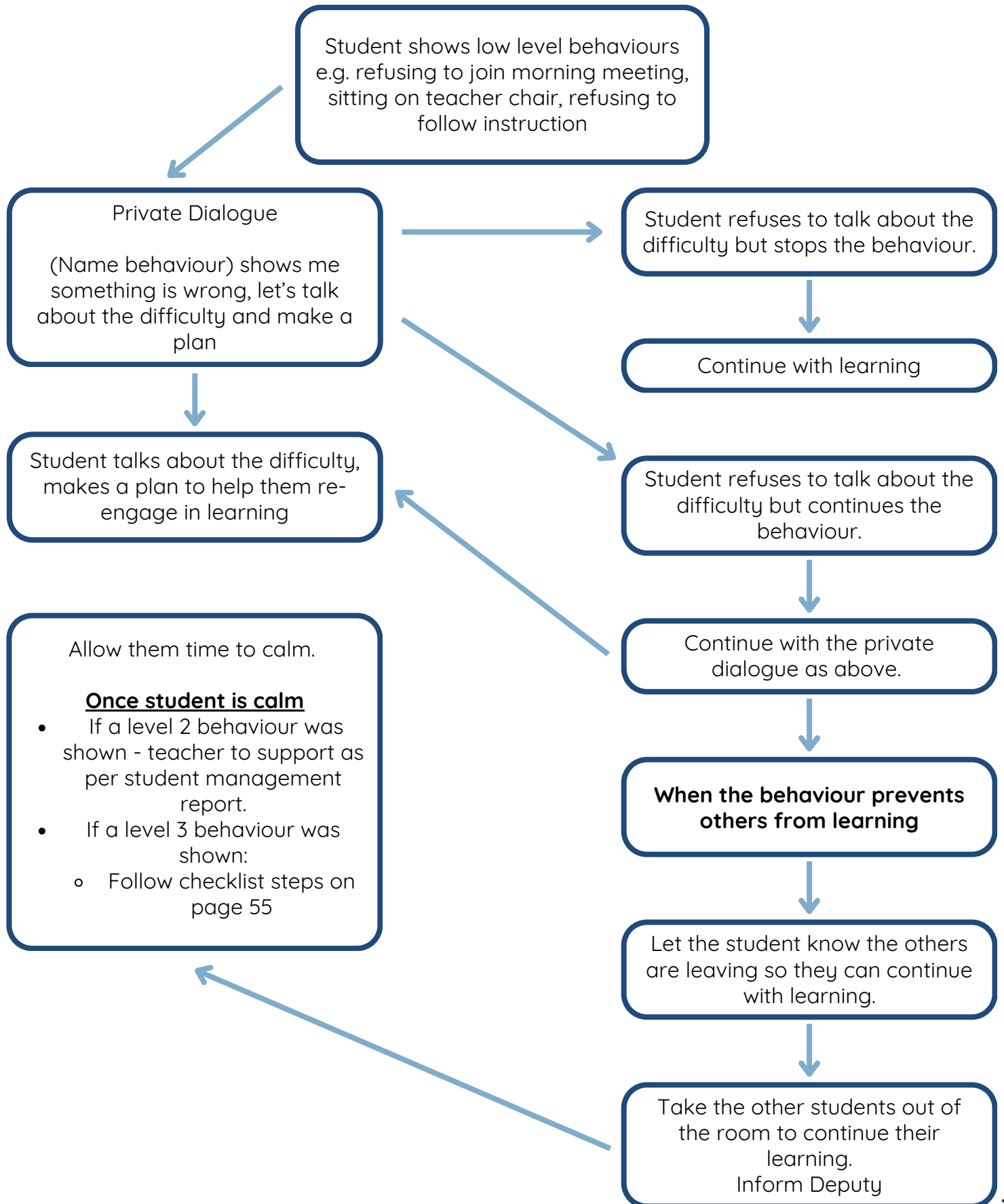
Suicide and non-suicide self-injury (NSSI)

Student disclosure Concern Form

Student Behaviour Management Report

# Managing Behaviours Collaboratively

Any behaviours putting staff/students in immediate danger leave immediately





## Suicide and non-suicide self-injury (NSSI)

At Warnbro Community High School Education Support Centre we understand the importance of dealing with suicide and non-suicide self-injury (NSSI) in a timely manner. To support any disclosure that is made we use what we call a 'yellow form'. When this form is received by a Deputy or the Principal it is acted on immediately.

A staff member who receives a disclosure of suicide or NSSI from a student directly will follow the process below:

- Use protective interrupting techniques if disclosure occurs in front of peers.
- Find an appropriate place to discuss the concern.
- Listens and responds to the student in a calm, caring and non-judgmental way.
- Gather information and summarise what the student has disclosed "I appreciate it is difficult to let me know these thoughts and feelings. So, what you're telling me is... Have I got that right?"
- Discuss your next actions with the student remembering the limits to your confidentiality. "It is important that we discuss this with someone who can help get you the right support."
- Staff member to complete a yellow form with all the information received. The form is sent without delay to the Deputy or Principal.

Staff member to keep student in their sight at all times once a disclosure is made. A staff member who receives an indirect disclosure of suicide or non-suicide self-injury (NSSI) will follow the process below:

- Complete a yellow form with all information received. This form is sent without delay to the Deputy or Principal.

Once a yellow form is received the Deputy or Principal will act on the form immediately and will decide on the next actions by following the School response to student suicidal behaviour and non-suicidal self-injury quick reference guide along with The School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self Injury (NSSI).

When dealing with disclosures from students it is important for staff to be aware of their own professional and personal needs and to seek support as required. Staff can seek professional collegiate support within their own networks and from leadership, or personal support through employee assistance program or an external support agency. Wellbeing resources available online include:

- Be You: Staff wellbeing
- Black Dog Institute: Wellbeing
- Work and mental health Beyond Blue





WARNBRO  
COMMUNITY HIGH SCHOOL  
EDUCATION SUPPORT CENTRE



Every Student  
Flourishing

student disclosure

## **Student Disclosure/Child Protection/Well-Being**

### **Concern Form**

**(Print In Yellow)**

**Student Name:** \_\_\_\_\_

**Time/Date:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Reported By:** \_\_\_\_\_

#### **Details:**

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#### **Actions:**

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**Informed:** \_\_\_\_\_

**MUST BE HANDED TO A DEPUTY IMMEDIATELY**

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**STUDENT BEHAVIOUR MANAGEMENT REPORT** – to be completed and copies made by teacher

STUDENT: \_\_\_\_\_ YEAR GROUP: \_\_\_\_\_ CLASS: \_\_\_\_\_

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_ SESSION/TIME: \_\_\_\_\_

DESCRIPTION OF CONTEXT:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


STUDENT BEHAVIOURS	STAFF ACTIONS/TEACHER ACTIONS	REASON FOR BEHAVIOUR
<b>Level 1 – Grey Rating</b>  <input type="checkbox"/> Talking when teacher is talking <input type="checkbox"/> Distracting others <input type="checkbox"/> Inappropriate use of fidget toys <input type="checkbox"/> Calling out <input type="checkbox"/> Speaking back <input type="checkbox"/> Put down <input type="checkbox"/> Other _____	<input type="checkbox"/> Name the behaviour you are showing me something is wrong let's talk about the problem. <input type="checkbox"/> Offer additional support <input type="checkbox"/> Re-reads the task <input type="checkbox"/> Check for understanding of task <input type="checkbox"/> Proximity <input type="checkbox"/> Refer to visual aids eg. checklists <input type="checkbox"/> Private dialogue <input type="checkbox"/> Use of timer <input type="checkbox"/> Change of seat if needed	<input type="checkbox"/> Consider the student's lagging skills to support a more compassionate understanding of the behaviour <ul style="list-style-type: none"> <li>○ Maintain focus</li> <li>○ Regulate activity level</li> <li>○ Handle transitions, shift from one mindset to another</li> <li>○ Consider the likely outcomes or consequences of actions (impulse control)</li> <li>○ Persist on challenging or tedious tasks</li> <li>○ Sense of time (time that has passed, time needed)</li> <li>○ Consider a range of solutions to problems</li> <li>○ Flexibly handle ambiguity, uncertainty</li> <li>○ Shift from original idea, plan, or solution</li> <li>○ Express concerns, needs, or thoughts in words or other means of communication</li> <li>○ Understand what is being communicated by others</li> <li>○ Appreciate how their actions affect others</li> <li>○ Regulate emotional response to problems and frustrations</li> <li>○ Empathize with others, appreciate another person's perspective or point of view</li> <li>○ Interoception (ability to understand and feel what's going on inside their body)</li> <li>○ Tolerate and manage the sensory environment</li> </ul>
<b>Level 2 – Amber Rating</b>  <input type="checkbox"/> Repeatedly refusing to complete work <input type="checkbox"/> Swearing indirectly <input type="checkbox"/> Leaving class without permission <input type="checkbox"/> Repeatedly refusing to follow instructions <input type="checkbox"/> Arguing with another student <input type="checkbox"/> Arguing with staff <input type="checkbox"/> Refusal to leave class when asked <input type="checkbox"/> Inappropriate comments/gestures <input type="checkbox"/> Repeated put downs	<input type="checkbox"/> Name the behaviour you are showing me something is wrong let's talk about the difficulty. <input type="checkbox"/> Review PRACTICE and Ziggurat Model <input type="checkbox"/> Time to calm with teacher unpacking difficulty <input type="checkbox"/> Review a universal (Tier 1) program that will address difficulty <input type="checkbox"/> Restorative if student to student - overseen by teacher <input type="checkbox"/> CPS if student to staff – overseen by SSC <input type="checkbox"/> Return to class with a mutually agreed plan to help <input type="checkbox"/> Parents to be informed of behaviour by classroom teacher <input type="checkbox"/> Contact deputy if high level of frequency/intensity.	<input type="checkbox"/> Consider the student's lagging skills to support a more compassionate understanding of the behaviour <ul style="list-style-type: none"> <li>○ Maintain focus</li> <li>○ Regulate activity level</li> <li>○ Handle transitions, shift from one mindset to another</li> <li>○ Consider the likely outcomes or consequences of actions (impulse control)</li> <li>○ Persist on challenging or tedious tasks</li> <li>○ Sense of time (time that has passed, time needed)</li> <li>○ Consider a range of solutions to problems</li> <li>○ Flexibly handle ambiguity, uncertainty</li> <li>○ Shift from original idea, plan, or solution</li> <li>○ Express concerns, needs, or thoughts in words or other means of communication</li> <li>○ Understand what is being communicated by others</li> <li>○ Appreciate how their actions affect others</li> <li>○ Regulate emotional response to problems and frustrations</li> <li>○ Empathize with others, appreciate another person's perspective or point of view</li> <li>○ Interoception (ability to understand and feel what's going on inside their body)</li> <li>○ Tolerate and manage the sensory environment</li> </ul>
<b>Level 3 – Red Rating</b>  <input type="checkbox"/> Any inappropriate touching <input type="checkbox"/> Physically harming others <input type="checkbox"/> Swearing directly at a staff member <input type="checkbox"/> Threatening behaviours to students <input type="checkbox"/> Threatening behaviour to staff <input type="checkbox"/> Throwing furniture or objects <input type="checkbox"/> Leaving school grounds <input type="checkbox"/> Any comments or actions involving self harm	<input type="checkbox"/> Teacher directs go-box of other students <input type="checkbox"/> Keep student in view at all time <input type="checkbox"/> Contact deputy <input type="checkbox"/> Support student to de-escalate as appropriate <input type="checkbox"/> Let student know you're there to help them <input type="checkbox"/> Go to well-being space together <input type="checkbox"/> Reduced verbal input <input type="checkbox"/> Show unconditional positive regard <input type="checkbox"/> Deputy to support class teacher with checklist of what needs completing <input type="checkbox"/> Deputy to inform parents	<input type="checkbox"/> Consider what the underlying difficulty is that led to the behaviour.

Staff Member involved: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ Deputy Principal Signature: \_\_\_\_\_

Deputy/principal to complete the following **(If level 3 behaviour shown)**:

Reason for the withdrawal:		
<ul style="list-style-type: none"> <li>To Calm, in circumstances where the student has become unable to self-regulate.</li> <li>Reflect on and learn from the incident, including engaging in restorative processes.</li> <li>Evaluate prior behaviour support and negotiate and plan adjustments that may be required.</li> <li>Continue a learning activity in a less stimulating environment.</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Date:		
Time:		
Duration of withdrawal - Start time:		Finish time:
Notified parent:	<input type="checkbox"/>	Name of parent:



To truly prevent the ongoing maladaptive coping strategy that is causing the behaviour, staff need to know how to identify and solve the problems that are causing students to become escalated in the first place. Otherwise, we're going to keep escalating the behaviour. True trauma-informed care consists of four important components: emotional and physical safety, collaboration and mutuality, trustworthiness and transparency, and empowerment and choice.

Through working with CPS trained staff, time will be provided to determine the difficulty. Then a meeting will be arranged with the primary staff to complete the empathy step with the student, define adult concerns, then together with the student determine a realistic and mutually satisfactory solution.

### **Hierarchy - If the above strategy is unable to support the behaviour:**

Use the collaborative proactive solutions (CPS) model

If unsure of difficulty, collect data using ABC

Monitor behaviour the change using Behaviour Recording sheet





# CPS OVERVIEW

Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

**A more compassionate, productive, effective, approach  
to understanding and helping kids with concerning behaviors**

**Collaborative & Proactive Solutions (CPS)** is an evidence-based, trauma-informed, neurodiversity-affirming approach for understanding and helping kids with concerning behaviors, as described in Dr. Ross Greene's books *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*. The CPS model has been implemented in countless families, schools, inpatient psychiatric units, and residential and juvenile detention facilities, often with dramatic effect: significant improvements in behavior, enhancement of communication and relationships between kids and caregivers, and major reductions or total elimination of punitive, exclusionary disciplinary practices such as discipline referrals, suspensions, restraint, and seclusion.

**CPS Basics:** The approach is different from other approaches in some very important ways. First, it helps caregivers focus far less on a child's concerning behavior (and modifying it) and far more on the **problems** that are causing that behavior (and solving them). Second, the problem solving is **collaborative** (not unilateral), which means that the child is an integral and indispensable part of the problem-solving process. And third, the problem-solving is **proactive**, not reactive. These differences have major implications for whether adults are preventing crisis or merely managing them.

**Why doesn't the CPS model focus on concerning behavior?** Because a child's concerning behavior is just their frustration or stress response. It's the way kids communicate that they're having difficulty meeting certain expectations. In the CPS model, those unmet expectations are called "unsolved problems." The goal of intervention is to identify and solve those problems so they don't cause concerning behavior anymore. Why is it that detentions, suspensions, expulsions, paddling, restraints, seclusions, privilege loss, and other punitive, exclusionary procedures often don't improve behavior? Because those interventions don't solve any of the problems that are causing that behavior.

**How are unsolved problems identified?** Unsolved problems are identified using an instrument called the **Assessment of Skills and Unsolved Problems (ASUP)**. Once the unsolved problems are identified they are highly predictable and can therefore be solved proactively. Information provided by the ASUP can be easily incorporated in FBAs, BIPs, and IEPs.

**Where do skills fit in to this equation?** Research in the neurosciences over the past 40-50 years tells us that certain skills are crucial to handling life's problems and frustrations: flexibility/adaptability, frustration tolerance, problem solving, and emotion regulation. That's important because, for a very long time, a lot of caregivers have believed that poor motivation is the cause of concerning behavior (which explains the popularity of motivational strategies aimed at reducing concerning behavior). There is no research telling us that poor motivation explains why kids respond poorly to problems and frustrations. There is a mountain of research pointing to skills as the primary contributor. So, characterizations such as attention-seeking, manipulative, coercive, limit-testing, and unmotivated are inaccurate. Beware: there are many models that claim to focus on "behavioral skills," but most of them are still focused on behavior and modifying it.

**This is quite a shift!** Let there be no doubt: focusing on problems, not behaviors, is huge. Solving those problems collaboratively, not unilaterally, is huge. And solving problems proactively, rather than in the heat of the moment, is huge. That last bit of huge helps caregivers finally start **preventing** crises rather than managing them. So many popular interventions – de-escalating, calming corners, taking a break (from a challenging task), using blocking pads, restraining, secluding – are actually crisis management tools. Remember, if a kid is starting to become escalated, you're already in crisis management mode. Contrary to what many millions of caregivers have been taught, **crisis prevention does not begin with de-escalation!** It begins with identifying and solving the problems that are causing kids to become escalated in the first place.

**Is there research backing the effectiveness of the CPS model?** Yes, quite a bit. As noted above, the model is recognized as evidence-based. You can find all the accumulated research on the Lives in the Balance website ([www.livesinthebalance.org](http://www.livesinthebalance.org)).

**Where can I learn more?!** The Lives in the Balance website has a ton of free resources, including streaming video, podcasts, all the paperwork of the CPS model, and lots more. And it's all free. You'll also find a variety of training options on the website (some of those are free too). We'd be happy to discuss your needs with you...just use the Contact form on the website.



Scan QR Code  
to visit our website

REV 12/2023

[livesinthebalance.org](http://livesinthebalance.org)

**LIVES  
IN THE  
BALANCE**



CHILD'S NAME:

DATE:

NAMES OF CAREGIVERS COMPLETING THIS INSTRUMENT:

### STEP 1: SKILLS

Whether neurotypical or neurodivergent, children communicate that they're having difficulty meeting expectations in diverse ways, including through their concerning behavior. This behavior is best conceived as a frustration or stress response, the nature of which is determined by a variety of factors, most especially certain skills related to flexibility/adaptability, frustration tolerance, problem solving, and emotion regulation. Some kids can demonstrate these skills under some conditions but not under other conditions.

This section is aimed at helping caregivers discuss those skills and the degree to which they may be impacting a particular child. Being aware of and considering the skills that may impact a child's capacity to handle life's problems and frustrations and meet various expectations helps caregivers move away from motivational explanations for concerning behavior (e.g. attention-seeking, manipulative, coercive, unmotivated) and toward a more compassionate, accurate understanding of such behavior. Note that these skills are not the primary focal point of intervention in the CPS model; the unsolved problems you'll be identifying in Step 2 will be the "targets" of intervention.

Please check off a skill if it's difficult for the child to access at times and appears to be making it difficult for the child to handle problems and frustrations and/or meet certain expectations:

- |   |   |  |
|---|---|--|
| <input type="radio"/> Maintain focus  | <input type="radio"/> Consider a range of solutions to problems                                     | <input type="radio"/> Regulate emotional response to problems and frustrations                         |
| <input type="radio"/> Regulate activity level   | <input type="radio"/> Flexibly handle ambiguity, uncertainty  | <input type="radio"/> Empathize with others, appreciate another person's perspective or point of view  |
| <input type="radio"/> Handle transitions, shift from one mindset to another                     | <input type="radio"/> Shift from original idea, plan, or solution                                   | <input type="radio"/> Interoception (ability to understand and feel what's going on inside their body) |
| <input type="radio"/> Consider the likely outcomes or consequences of actions (impulse control) | <input type="radio"/> Express concerns, needs, or thoughts in words or other means of communication | <input type="radio"/> Tolerate and manage the sensory environment                                      |
| <input type="radio"/> Persist on challenging or tedious tasks                                   | <input type="radio"/> Understand what is being communicated by others                               |  |
| <input type="radio"/> Sense of time (time that has passed, time needed)                         | <input type="radio"/> Appreciate how their actions affect others                                    |  |

### STEP 2: UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce the unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ASUP Guide for guidance on writing unsolved problems.

**SCHOOL/FACILITY PROMPTS**

Are there specific tasks/expectations the student is having difficulty completing or getting started on?

Are there classmates this student is having difficulty getting along with in specific conditions?

Are there tasks and activities this student is having difficulty moving from or to?

Are there classes/activities the student is having difficulty attending/being on time to?

As you think about the start of the day to the end, are there any other expectations the student has difficulty reliably meeting or that you find yourself frequently reminding the child about?

**HOME/CLINIC PROMPTS**

Are there chores/tasks/activities the child is having difficulty completing or getting started on?

Are there siblings/other children the child is having difficulty getting along with in specific conditions?

Are there aspects of hygiene the child is having difficulty completing?

Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to?

As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?

List unsolved problems here:  
(or on a separate sheet)

The **Assessment of Skills and Unsolved Problems (ASUP)** is a discussion guide created to assist caregivers in identifying the skills that may be making it difficult for a kid to respond adaptively to problems and frustrations, and the expectations the kid is having difficulty reliably meeting (called unsolved problems). Skills provide caregivers with new lenses. Identifying unsolved problems helps caregivers identify the targets for intervention, prioritize, and solve those problems proactively rather than reactively.

## INSTRUCTIONS FOR IDENTIFYING SKILLS:

How hard could it be to check off skills? Not that hard, but here are a few important reminders:

- Best to go in order... you don't want to miss anything.
- Don't spend time hypothesizing or theorizing about causal factors (why the student is struggling with these skills)...you can't establish cause with any level of precision, and your time will be better spent focusing on skills and unsolved problems.
- Don't spend any time talking about the child's concerning behavior either...the concerning behavior is simply the way children communicate that there are expectations they are having difficulty meeting.
- Checking off a skill is not a democratic process and shouldn't take more than 3-5 seconds each. If any caregivers in the meeting think the skill applies to the child, check it off.
- While skills provide you with more accurate, compassionate, productive lenses, they are not the primary targets of intervention. The unsolved problems you'll be identifying are the primary targets of intervention. If you solve those problems collaboratively and proactively, the child's skills will be enhanced.

## INSTRUCTIONS FOR IDENTIFYING UNSOLVED PROBLEMS:

Again, an unsolved problem is an expectation a child is having difficulty reliably meeting. Even if the child can meet the expectation sometimes and not others, it's still an unsolved problem. The prompts in the unsolved problems section will help you think of the different expectations the child is having difficulty meeting. You'll want to consider the prompts in order, and record as many unsolved problems as possible for that prompt before moving on to the next one. You don't need to write the same unsolved problem more than once, even if a later prompt brings to mind the same unsolved problem.

The wording of the unsolved problem is going to translate directly into the words that you're going to use to introduce the unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often make it difficult for a child to respond. As such, there are four guidelines for writing unsolved problems:

**There should be no mention of the child's concerning behaviors.**

Since you won't be talking with children about their concerning behavior, there's no need to include the concerning behavior in the wording of the unsolved problem. Instead, almost all unsolved problems begin with the word *Difficulty*, followed by a verb (a variety of verbs are shown in the examples below). So you wouldn't write *Screams and swears when trying to complete the word problems on the math homework...* instead you'd write *Difficulty completing the word problems on the math homework.*

**There should be no mention of adult theories.**

You wouldn't write *Difficulty writing the definitions to the spelling words in English because his parents were recently divorced...* just *Difficulty writing the definitions to the spelling words in English.*

**They should be split, not clumped.**

You wouldn't write *Difficulty getting along with others*, but rather *Difficulty getting along with Trevor on the school bus in the morning.*

**They should be specific.**

To make an unsolved problem as specific as possible, there are two strategies:

- Include details related to *who, what, where, and when.*
- Ask *What expectation is the child/student having difficulty meeting?*

The above guidelines—and a variety of sample verbs—are embodied in the following examples (they're grouped based on setting, but the verbs apply across settings):

### SCHOOL/FACILITY:

- Difficulty getting started on the double-digit division problems in math.
- Difficulty completing the map of Europe in geography.
- Difficulty participating in the discussions in morning meeting.
- Difficulty moving from choice time to math.
- Difficulty ending computer time to come to circle time.
- Difficulty walking in the hallway between classes.
- Difficulty raising hand during Social Studies discussions.
- Difficulty keeping hands to self in the lunch line.
- Difficulty lining up for the bus at the end of the school day.
- Difficulty remaining quiet when a classmate is sharing his or her ideas in English.
- Difficulty waiting for his turn during the four-square game at recess.
- Difficulty retrieving Geography notebook from locker before Geography class.

### HOME/CLINIC:

- Difficulty getting out of bed at 7 am in the morning to get ready for school on weekdays.
- Difficulty going to church on Sundays.
- Difficulty taking turns when playing chess with brother.
- Difficulty sitting next to sister at dinner.
- Difficulty putting the dishes into the dishwasher after dinner.
- Difficulty taking the trash out on Tuesdays.
- Difficulty brushing teeth before going to bed at night.
- Difficulty ending Xbox at 8 pm.
- Difficulty making bed before school on weekday mornings.

There are also a variety of verbs that should be avoided, including *accepting, appreciating, staying calm, asking for help, listening, paying attention, focusing, considering, understanding, persisting, controlling.*



The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unsolved problem you're discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here's a brief summary of different strategies for "drilling" for information:

### REFLECTIVE LISTENING AND CLARIFYING STATEMENTS

Reflective listening basically involves **mirroring what a child has said** and then encouraging him/her to provide additional information by saying one of the following:

- "How so?"
- "I don't quite understand"
- "I'm confused"
- "Can you say more about that?"
- "What do you mean?"

Reflective listening is your "default" drilling strategy...if you aren't sure of which strategy to use or what to say next, use this strategy.

### ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM

#### EXAMPLES:

- "Who was making fun of your clothes?"
- "What's getting in the way of completing the science project?"
- "Where is Eddie bossing you around?"

### ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS

**EXAMPLE:** "You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what's getting in the way in social studies?"

### ASKING THE CHILD WHAT S/HE'S THINKING IN THE MIDST OF THE UNSOLVED PROBLEM

Notice, this is different than asking the child what s/he is feeling, which doesn't usually provide much information about the child's concern or perspective on an unsolved problem.

**EXAMPLE:** "What were you thinking when Mrs. Thompson told the class to get to work on the science quiz?"

### BREAKING THE PROBLEM DOWN INTO ITS COMPONENT PARTS

**EXAMPLE:** "So writing the answers to the questions on the science quiz is hard for you...but you're not sure why. Let's think about the different parts of answering questions on the science quiz. First, you have to understand what the question is asking. Is that part hard for you? Next, you need to think of the answer to the question. Is that part hard? Next, you have to remember the answer long enough to write it down. Are you having trouble with that part? Then you have to actually do the writing. Any trouble with that part?"

### DISCREPANT OBSERVATION

This involves making an observation that differs from what the child is describing about a particular situation, and it's the riskiest (in terms of causing the child to stop talking) of all the drilling strategies.

**EXAMPLE:** "I know you're saying that you haven't been having any difficulty with Chad on the playground lately, but I recall a few times last week when you guys were having a big disagreement about the rules in the box-ball game. What do you think was going on with that?"

### TABLING (AND ASKING FOR MORE CONCERNS)

This is where you're "shelving" some concerns the child has already expressed so as to permit consideration of other concerns.

**EXAMPLE:** "So if Timmy wasn't sitting too close to you, and Robbie wasn't making noises, and the floor wasn't dirty, and the buttons in your pants weren't bothering you...is there anything else that would make it difficult for you to participate in Morning Meeting?"

### SUMMARIZING (AND ASKING FOR MORE CONCERNS)

This is where you're summarizing concerns you've already heard about and then asking if there are any other concerns that haven't yet been discussed. This is the recommended strategy to use before moving on to the Define Adult Concerns step.

**EXAMPLE:** "Let me make sure I understand all of this correctly. It's hard for you to do your social studies worksheet for homework because writing down the answers is still hard for you...and because sometimes you don't understand the question...and because Mrs. Langley hasn't yet covered the material on the worksheet. Is there anything else that's hard for you about completing the social studies worksheet for homework?"

Prepared with the assistance of Dr. Christopher Watson

# PLAN B CHEAT SHEET

## ① EMPATHY STEP | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of what's making it hard for a kid to meet a given expectation.

### WORDS | Initial Inquiry (neutral observation)

"I've noticed that...(insert unsolved problem)... what's up?"

### DRILLING FOR INFORMATION

Involves using a variety of drilling strategies -- as shown on the drilling cheat sheet -- to gather information from the child about what's making it hard for them to meet a given expectation.

### MORE HELP

If the kid doesn't talk or says "I don't know," try to figure out why:

- Maybe the unsolved problem wasn't free of concerning behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A
- Maybe they really don't know
- Maybe they need the problem broken down into its component parts
- Maybe they need time to think

### WHAT YOU'RE THINKING

"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

### DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step
- Leave the Empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet
- Forget to ask the child to prioritize their concerns

## ② DEFINE ADULT CONCERNS STEP | INGREDIENT/GOAL

Enter the concern of the second party (often the adult) into consideration.

### WORDS | Initial Inquiry (neutral observation)

"The thing is (insert adult concern)...." or "My concern is (insert adult concern)..."

### MORE HELP

Most adult concerns fall into one of two categories (typically health, safety, and learning):

- How the problem is affecting the kid
- How the problem is affecting others

### WHAT YOU'RE THINKING

"Have I been clear about my concern? Does the child have any questions?"

### DON'T

- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm
- Forget to prioritize your main concerns

## ③ INVITATION STEP | INGREDIENT/GOAL

Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

### WORDS | Initial Inquiry (neutral observation)

Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

### MORE HELP

- Have the child and caregiver prioritize concerns before starting the invitation
- Stick as closely to the concerns that were identified in the first two steps
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

### WHAT YOU'RE THINKING

"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties?"

### DON'T

- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties



# PROBLEM SOLVING PLAN

Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

UNSOLVED PROBLEM #1	UNSOLVED PROBLEM #2	UNSOLVED PROBLEM #3
Adult taking the lead on Plan B:	Adult taking the lead on Plan B:	Adult taking the lead on Plan B:
Kid concerns identified: (Empathy step)  DATE _____	Kid concerns identified: (Empathy step)  DATE _____	Kid concerns identified: (Empathy step)  DATE _____
Adult concerns identified: (Define the Problem step)  DATE _____	Adult concerns identified: (Define the Problem step)  DATE _____	Adult concerns identified: (Define the Problem step)  DATE _____
Solution agreed upon: (Invitation step)  DATE _____	Solution agreed upon: (Invitation step)  DATE _____	Solution agreed upon: (Invitation step)  DATE _____
Problem Solved? YES? _____ DATE _____ NO? _____ COMMENT: _____	Problem Solved? YES? _____ DATE _____ NO? _____ COMMENT: _____	Problem Solved? YES? _____ DATE _____ NO? _____ COMMENT: _____

A B C Observation

Name:		Date of Birth:					
Setting:							
Date & Time	Where did it happen?	What happened just before? (A)	What did .....do? (B)	What did you do? (C)	Staff Present		





## Hierarchy - If the behaviour continues to escalate:

Multi-Tiered System of Support (MTSS)

Refer to Bullying Policy

Managing Projection Behaviours Collaboratively

Assessing the Situation

Physical Restraint of a student

The 95% of Team Teach

Dynamic Risk Assessment Checklist

Process to be completed when withdrawn from the classroom

Restorative practise

Revisit CPS

Loss of good standing considered

## Implementing a Multi-Tiered System of Support

We know that student behaviour occurs in response to their needs, and that these needs are often multifaceted or complex. To respond to these needs effectively, we must assess and respond to the totality of needs rather than in isolation. Student needs are considered in 3 interlinked areas of:

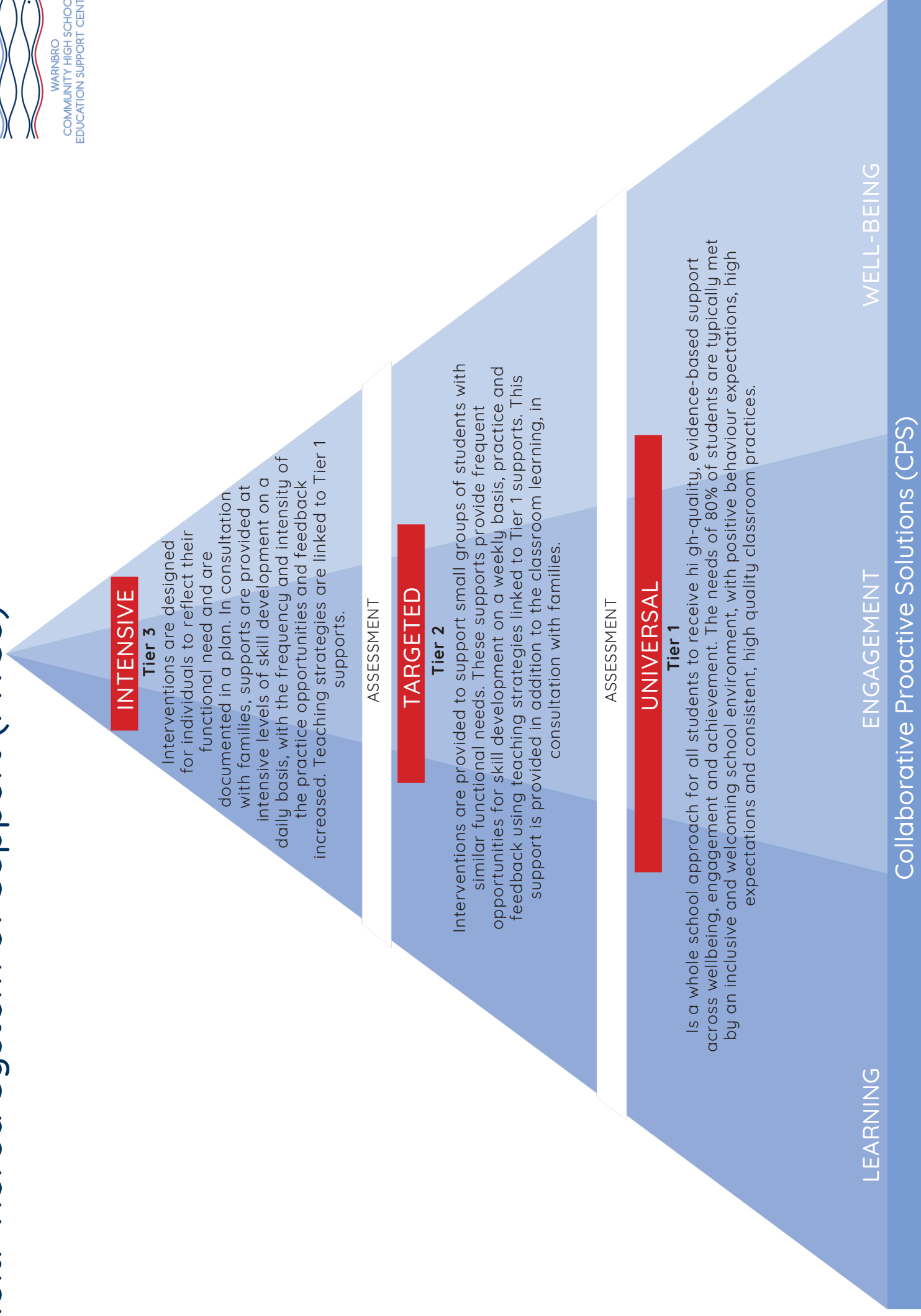
- wellbeing (including student safety, student health and social emotional learning)
- engagement (most commonly referring to attendance and behaviour)
- achievement (referred to as academics in some models).

Ensuring students receive the required support and interventions, at the right level, is central to the concept of meeting student needs. This is why the use of data: Student Behaviour Management Report, ABC, and Behaviour Recording sheet, is important as it determines what's needed and by whom.

In collecting data we are able to identify:

- How are our students progressing?
- What evidence do we have to inform our decisions?
- What does the evidence tell us about connected needs (wellbeing, engagement and achievement)?
- Who do we need to provide additional support to?
- What additional support (or interventions) are required to meet these needs?
- How will the targeted interventions we provide build on the foundations of what we do for all students?

# Multi-Tiered System of Support (MTSS)



# BULLYING POLICY

The schools bullying policy has been written to provide guidance for students and teachers at Warnbro Community High School Education Support centre.

## Warnbro community High School Education Support Centre is committed to Bullying Prevention.

### What to do if you are being bullied?

If you are being bullied name the behaviour as a bullying behaviour eg. "when you call me names that is bullying" and assertively tell them to stop. If the behaviour continues let a staff member know so that they can help you. Tell one of your Teachers, an Education Assistant in your class, a Deputy Principal, the Principal, or member of the Wellbeing Team.

### What to do if you see bullying taking place?

Bullying involves more than the students who are bullied and those who bully. A bystander is someone who sees the bullying situation.

If you see a bullying incident take place and encourage it in any way you will receive the same consequences as the bully. You can refuse to participate in a bullying situation by simple actions such as walking away and letting a staff member know what is taking place. You can also offer support to the person being bullied.

## BYSTANDERS GET HELP SAFELY

**Remember it is always OK to talk about bullying.**

## CYBERBULLYING

Cyber bullying is bullying through the use of internet services like email, chat rooms, instant messaging, social networks and mobile phone technologies such as SMS. Cyber bullying often happens outside of school grounds however it can impact on school. It is your social responsibility to treat others as you would want to be treated even in cyber space.

### What to do if you are cyber bullied?

- Keep the evidence and keep a record. Talk to a parent/guardian or a teacher at school. If messages are threatening tell a parent/guardian immediately.
- Block messages from the bully and avoid replying.
- Privacy- be responsible for your own cyber identity, avoid sharing user names and passwords. Change passwords if someone else becomes aware of yours.
- Think before posting information on line – once posted its difficult to remove.
- Offers that seem too good to be true probably are, avoid them.

## WHAT WILL HAPPEN IF YOU BULLY?

### Step 1 – Identification

Explain what happened and why it happened.  
Explain your understanding of bullying and the effects of it on others

### Step 2 – Discussion

With a teacher or Deputy Principal you will consider your actions and collaboratively plan the appropriate way of resolving the situation.

### Step 3 – Consequences

An opportunity for a restorative practice will be arranged.

Your parents/guardians may become involved as well as a combination of in school withdrawal, and community services of the conflict.

### Step 4 – Continued bullying and severe cases

If the bullying continues you will need to attend an interview at the school with your parent/guardian. During this meeting the consequences for your behaviour will be explained and may involve suspension.

Severe cases involving physical bullying will be dealt with immediately as per step 4.



# Managing Projection Behaviours Collaboratively

Any behaviours putting staff/students in immediate danger leave immediately

Student shows projection behaviour-  
swearing, yelling, throwing objects

Private Dialogue

I can see something is wrong,  
Lets go to another space.

Student refuses to leave the  
room

- Student leaves the room
- Allow them time to calm.
- Inform deputy.
- Once student is calm
- Follow steps on appropriate checklist page 55.

Ask all other students to leave the classroom  
until student has moved to alternative space.

- Inform deputy
- Allow them time to calm.
- Go to alternative workspace.
- Once student is calm, follow steps on checklist page 55.

## THE 95% OF TEAM TEACH

**Actions to be considered before positive handling.**

### HAVE I ...

- Planned ignored
- Re-directed
- Offered visuals
- Offered choices
- Used verbal/non-verbal support
- Reminded of successes
- Given processing time
- Been flexible
- Set up behaviour expectations
- Reassured the student
- Used a calm script – body language, tone (low, slow, quieter)
- Used a change of face
- Checked my proximity
- Got clear exits
- Cleared surrounding area
- Used humour
- Differentiated material
- Offered a change of environment
- Given a way out
- Read the behaviour
- Used CPS approach
- Set up an action plan of support
- Given feedback to students regarding actions

**SAFETY IS OUR PRIORITY AT ALL TIMES**

## Assessing the Situation

### Four Questions We Ask Ourselves Before Intervening

Before reacting to a situation stop and ask yourself the following questions:

#### **What am I feeling now? How do I want the student to experience me in this moment?**

Our ability to regulate our own emotions is critical when working with students. If our emotional brain overrides our thinking brain, we are in survival mode reacting rather than responding to the student's needs. To be able to guide the situation to a successful outcome we need to reflect on our self-regulation skills, training, emotional competence, and knowledge of the student in crisis. Remember the student needs our support to help them co-regulate their emotions.


#### **What does the student feel, need, expect, or want? How is the student experiencing me?**

Understanding how students experience us helps us convey messages that help students feel supported, safe, and cared for. Knowing our students makes us better prepared to respond in a way that reduces their anxiety and stress.

What is this student experiencing? This can lead to a greater empathy and understanding of the student because it reveals how the student's behaviour represents attempts-however dysfunctional-to meet a need or express their feelings. This may, for example, be the need to feel safe, to be accepted, to be cared about, or a combination of any of these needs. The better we know the student and able to be a source of strength for that student, the more prepared we are able to respond to the student in a caring and supportive trauma informed manner.

#### **How is the environment affecting the situation?**

The classroom environment has a profound influence on students and staff. These include **Emotional and cultural** - if students believe that their culture is valued, they feel secure which helps their emotional state. **Social space** - is about relationships and interactions for example if students cannot successfully participate in class, and they feel they have failed this can result in pain-based behaviours. Differentiating the lesson helps reduce stress and builds self-efficacy.



**Ideological space** - Are you using a student-centred approach? Do you know how the school expects you to deal with a situation? If we understand the school's expectations, and student plans, have trusting relationships with the students and the skill to apply the strategies and interventions, we will be prepared and effective in a crisis. **General considerations** - remember students are better able to handle frustrations and challenges when they are in a calm supportive atmosphere.

**How do I best respond? How can I use my relationship to comfort the student?**

To be in control of a crisis, we must first be in control of ourselves. Asking ourselves What do I want to happen? is important it's our relationship and response that can de-escalate and defuse a volatile student in most cases. The need to respond to the student in crisis in a timely, helpful, caring, and trauma-informed manner is critical.

**Remember**

Volatile situations are constantly changing. We are continually making dynamic risk assessments in our attempts to de-escalate situations. We must assess the situation, decide on a response, respond, and then monitor and evaluate the impact of our behaviour on the student and the situation.

Extracted from the full article in the TCIS Workbook. (n.d.). Edt. 2: Residential Child Care Project, Cornell University p.W35-W39

## Physical Restraint of a Student

Warnbro Community High School Education Support Centre will ensure that physical restraint of a student is only used:

- Where that emotional or behavioural state poses imminent risk of harm to self or others, or risks significant damage to property which could lead to harm of self or others.
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

### Relevant legislation

Regulation 38(c) of the School Education Regulations 2000 provides the power of a staff member to restrain a student, and the limitations on that power.

Warnbro CHS ESC staff members will attempt less restrictive strategies before attempting physical restraint.

As far as is possible in the circumstances, Warnbro CHS ESC staff will give consideration to:


- The safety and wellbeing of the student, including the risk of the restraint causing physical or psychological harm.
- Any medical or psychological conditions that increase the likelihood that physical restraint will be harmful to the student.
- The most appropriate method of restraint in the circumstances.
- The likely response of the student.
- The safety of staff members and other students.

Warnbro CHS ESC Leadership team will provide appropriate support to the student, staff, other students and parents as required after the restraint.

If disciplinary sanction is being considered following an incident, Warnbro CHS ESC Leadership will take into account that applying physical restraint to a student who is in a state of extreme escalation is likely to cause the student to struggle to be free, and thereby make physical contact with staff.

Warnbro CHS ESC Leadership team will keep a record for each instance of physical restraint, by ensuring staff fill in the positive handling recording form. (Positive Handling Form Included).





Warnbro CHS ESC Leadership team will be lodging a report via the online incident notification system as soon as possible after the incident.

Warnbro CHS ESC Leadership team will only authorise a plan to apply physical restraint as an ongoing strategy for a student when the documented plan:

- Involves a hierarchy of planned, less restrictive responses.
- Provides information about the use and type of restraint.
- Defines the situations in which restraint will, and will not, be considered.
- Is developed and reviewed in regular consultation with appropriate student support services, such as the School Psychology Service and Schools of Special Educational Need, as well as any participating external agencies or practitioners.
- Has been developed in consultation with and agreed by parent.
- Includes consideration of how to minimise embarrassment for the student and mitigate the risk of distress to other students who witness the restraint.
- Identifies the staff who are willing and able to apply the physical restraint.
- Identifies when and how often the plan will be reviewed.

Warnbro CHS ESC Leadership team will take reasonable measures to:

- Ensure staff who apply restraint are appropriately informed and skilled; and
- Make available assistance to staff involved in the application of restraint.

Warnbro CHS ESC Leadership team will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

# Dynamic Risk Assessment Checklist



## Ask yourself...

- ✓ What do I know about this individual?
- ✓ What has worked well in the past?
- ✓ What hasn't worked well?
- ✓ What is likely to happen next?
- ✓ What are the risks of doing something compared to not doing something?
- ✓ What is in the best interests of the individual?

## Now decide...

### I may intervene

- ✓ Am I the right person for this?
- ✓ Do I need any support?
- ✓ How can I reduce risk for everyone?
- ✓ What is the least restrictive option that will achieve the desired outcome?

### I should watch & wait

- ✓ What changes do I notice?
- ✓ Is the level of risk increasing?
- ✓ Who should know about this?
- ✓ What might happen next?
- ✓ Do I need to do something?

Staff need to support the student to complete the following list before returning to class can be considered.

If the student is not ready to participate in the above process, they will continue class work in the alternate environment until they are ready.

### Process to be completed when withdrawn from the classroom for Level 3 Behaviours (Student to student)

1	Allow time for the student to calm	
2	Make a plan to put things right e.g. Clean up the classroom	
3	Restorative process this includes hearing how the other person felt not just doing their side of the restorative. <ul style="list-style-type: none"> <li>If the student is unable to answer any of the restorative questions, stop the restorative and provide learning. For restorative to be done with fidelity responses to questions need to demonstrate learning e.g. What have you thought about since? If a student response is "I don't know", then we need to focus our teaching about the appropriate ... that they were unable to meet.</li> </ul>	
4	Based on the difficulty e.g. what made them feel that way? "I got angry because my routine changed. Provide Tier 1 social emotional learning (from the teacher).	
5	Contact Deputy/Principal they will come and check-in with student that they have: <ul style="list-style-type: none"> <li>Understood their learning.</li> <li>Completed restoratives their side and the other person's side. The other person has heard their side too</li> <li>Talk about the plan for returning to class.</li> </ul>	

### Process to be completed when withdrawn from the classroom for Level 3 Behaviours (Student to staff)

1	Allow time for the student to calm	
2	Make a plan to put things right e.g. Clean up the classroom	
3	Participate in CPS meeting with student support co-ordinator (if unavailable another CPS trainer person)	
4	Choice to return to class or continue working in an alternative environment.	

Signed staff member \_\_\_\_\_ Date \_\_\_\_\_

Signed Deputy/Principal \_\_\_\_\_ Date \_\_\_\_\_

## The restorative approach

At Warnbro ESC we use a restorative approach when working with students. A restorative approach is a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow and build accountability for actions and processes to repair harm.

To support this process, we are guided by the Department of Education's Restorative Approaches.

When harm has happened, we use Restorative Practice to repair harm. Restorative Practice is a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on our school's climate and culture and ultimately on students social and academic outcomes. Warnbro ESC strives to be a safe place where young people can learn and flourish in a supportive, enriching environment.



Department of  
Education

**Shaping the future**

# Restorative approaches

This information sheet supports schools to consider the needs of students with complex needs. This links to section 3.2.2 of the Student Behaviour in Public Schools procedures – Incorporate restorative principles, systems and approaches.

### What

Restorative approaches require thinking and interacting in ways that place positive relationships at the centre of teaching and learning. The Department of Education's values of equity, student voice, truth telling, care, teamwork and learning are embedded and enacted through working in restorative ways.

Restorative teaching practice focuses on working with students, rather than doing things to them or for them, maintaining positive relationships and applying fair process in decision making.

When teachers apply restorative approaches in the classroom, they:

- interact sensitively with people from cultural backgrounds different to their own
- build trust, safety, respect, empathy and understanding in all relationships
- value and build on the cultural and linguistic strengths of students
- listen deeply, are positive and optimistic and future focused
- are responsive to identified needs required for safety, connection, wellbeing, self-determination, and care and concern for others and the community
- view conflict as an opportunity to grow and learn, and teach students to cope with challenges and be accountable for their actions

- separate behaviours of concern from the student
- provide opportunities to repair and restore relationships when harm has occurred
- apply procedural fairness and implement consequences that are proportional and fair.

### Why

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. Creating safe, orderly, supportive, inclusive and culturally responsive environments, that enable students to fulfil their learning potential, is a responsibility shared by all members of the school community.

Using a restorative approach is about promoting, creating and sustaining positive relationships. A restorative climate and culture minimises the impact of conflict on social and emotional wellbeing and academic achievement, and teaches all members of the school community how growth and learning may occur through a restorative response to conflict.

A restorative classroom climate has the potential to increase both emotional and cognitive engagement and to reduce harmful behaviour, including incidents of bullying, violence, racism, discrimination and harassment.

### How

A restorative approach includes proactive and preventative strategies as well as more targeted and individual interventions to support positive behaviour and strengthen students' personal and social capabilities.

Effective teachers explicitly teach, model and promote social emotional competencies and skills including self-awareness, self-management, emotional regulation, the development of empathy, responsible decision making, social awareness and relationship building skills. They use a proactive model of restorative practices in the classroom.





### Self-awareness and contextual understanding

Teachers and allied professionals engage in a process to develop self-awareness by asking questions such as:

- What key character strengths, talents and skills do I bring to the classroom?
- How do my values, beliefs and experiences influence my practice?
- How aware am I of my own cultural values, beliefs, world views, and potential biases?
- What thoughts and feelings do I have about students who misbehave or don't engage in learning?
- What is my coping style for managing stress, conflict and problem solving?

Teachers and allied professionals engage in a process to develop contextual understanding by asking questions such as:

- What do I know about the community where I teach?
- What do I know about my students and their families?
- What do I know about the skills and talents of my colleagues?
- What opportunities do I create to work collaboratively, to seek collegiate support, and provide or engage in coaching and shared problem solving?

### Restorative classroom environments

Proactive and preventative actions consist of 3 key elements:

#### 1. Physical environment includes creating a:

- physically, emotionally, culturally and relationally safe environment that considers the sensory needs of students
- welcoming classroom that values and celebrates diversity
- variety of restorative spaces for individual students and the whole class – spaces can be inside and outside the classroom
- display of visual reminders such as routines, values and scripts for problem solving.

#### 2. Relationships focus on:

- connecting with the unique strengths and talents of each student
- building opportunities for all students to feel a sense of safety, identity and belonging, achievement, autonomy, altruism, adventure and fun
- modelling optimism and hope, solution finding and a growth mindset, using strength-based language
- immediately responding to prevent and reduce issues of bullying, racism, harassment and discrimination
- using class circle meetings to:
  - co-create classroom values, expectations and consequences
  - build community, social capital and student voice in decision making
  - build emotional literacy and awareness through daily check-ins
  - engage in collaborative problem solving
  - explicitly teach social emotional competencies and skills.

### 3. Teaching and learning programs include:

- time allocated for brain-breaks and activities that support students' engagement in learning
- embedding opportunities to learn in responses to student behaviour
- implementing instructional skills that increase cognitive and emotional engagement.

### Positive relational supports that strengthen and support positive student behaviour include using:

- communication strategies to redirect to positive behaviour such as verbal and non-verbal signs of support, visual reminders, and offering help
- communication strategies to identify needs, respond to and re-engage students in learning such as active listening, empathic statements, I messages, and empowering statements that offer student choice and voice
- de-escalation skills to support students to manage aggression, and challenging and unsafe behaviour, and communicating hope for resolution
- debriefing scripts after an incident to support planning for re-engagement in learning
- fair processes in determining consequences for student behaviour
- informal and formal processes and practices for repairing harm done to others
- social-emotional learning plans that meet identified needs of individual students.

### Planning positive restorative outcomes for students with complex needs involves school leaders, teachers and allied professionals collaborating to:

- identify strengths, needs underpinning behaviours, stressors, and supports to meet the complex needs of students
- seek specialist planning and guidance, from internal and external stakeholders, to problem-solve complex issues and develop individual plans that respond to identified needs in the classroom, manage safety issues and mitigate risks.



### How: Support for schools

Additional resources are available at [Ikon](#) including:

- Restorative approaches online modules
  - [Implement restorative practice](#)
  - [Student Behaviour in Public Schools Policy and Procedures](#) – for access to the policy and procedures
  - [Develop a respectful relationships program for your school](#) – access to professional learning to develop a respectful relationships program for your school
  - [Personal and social capability](#) – access the [Teaching for Impact](#) personal and social capability supporting resource
  - [Access student behaviour and engagement resources](#) – including self-regulation.

The **Quality Teaching Strategy** is the Department's position on effective teaching and the aspects of school culture which support improved teaching practice.

- [Quality Teaching Strategy](#)
  - [Teaching for Impact](#) – outlines what highly effective teachers believe, know and do to have the biggest impact on student behaviour, wellbeing, engagement, student achievement and progress.
  - [School Culture Survey](#) – schools may use the survey to assesses the key elements of a school culture of teaching excellence.

A range of targeted supports are available through [Statewide Services](#). You may access these by [raising a support request](#).

Support may be requested from Statewide Services business areas including:

- [School of Special Educational Needs: Behaviour and Engagement](#)

### Reflective questions

- How do I engage in a process that develops my self-awareness and contextual understanding?
- How do I create a restorative classroom environment? Consider the physical environment, relationships and teaching and learning.
- What are the considerations for ensuring that I am culturally responsive in my approaches?
- How do I use positive relational supports to respond to student behaviour?
- How do I plan positive restorative outcomes for students with complex needs?

### Resources and references

- [What is restorative practice?](#)
- [Restorative practice](#)
- [Restorative practice support for students and families](#)
- [International Institute of Restorative Practice](#)





## Restorative Thinking

Punitive ways of thinking	Restorative ways of thinking
Looks at the behaviour as defining the student	Looks at the whole student in the context of the behaviour and the context. This is called a social ecological perspective.
Focuses on blame	Focuses on harm done to others
Links deterrents to punishment	Links deterrents to relationships and responsibility for actions
Comes from a place of judgement	Come from a place of empathy
Focuses on guilt, compliance, punishment for learning	Focuses on problem solving for building social-emotional capabilities
Use of punishment Zero tolerance	Use of consequences Fair process
Focus on removing the problem/excluding	Focus on repairs harm and restoring relationships
Focuses on the violation of rules and forced compliance	Focus on violation of the relationships and making things right
Expects immediate results	Values that the process takes time
Values autocratic decision making	Values collaborative proactive solutions

# RESTORATIVE QUESTIONS

## WHEN CHALLENGING BEHAVIOUR:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?  
In what way?
- What do you think you need to do to make things right?

## WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realised what had happened?
- What impact has this incident had on you?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



## Revisit Collaborative Proactive Solutions (CPS)

## Good standing

Warnbro Community High School Education Support Centre Good Standing Policy sets the standard for all student behaviour at our school. It is expected that all students follow our whole school behaviour expectations - the 3Bs.

All students in all settings are always expected to:

- Be responsible
- Be respectful
- Be your best

All students start the term with good standing. All students will be supported to display positive behaviour.

At time students may lose good standing if struggling to meet expectations which could lead to making physical contact with the intention to harm a person, starting a fight, sharing or promoting violence, bringing weapons on-site, accessing pornography, use or possession of e-cigarettes and vapes.

As a school we will implement the following to support the student that focuses on:

1. Education
2. Restorative approach
3. Collaborative Practice Solutions (CPS), this includes implementing a meeting to talk about the underlying difficulty which lead to the behaviour.

Once a student has lost good standing, they will be able to earn it back. The pathway to earn back good standing will be as follows:

1. Agree on a mutually agreed solution to the difficulty the student is experiencing.
2. Class staff will monitor the effectiveness of the solution to the difficulty using a tracking sheet for 4 weeks.
3. Once the problem is solved student regains good standing.

A student who has lost their good standing at the time of a PBS reward or non-curricular activity will have their participation determined by the leadership team. If it is decided that a student is able to participate additional support needs to be considered.

All students start with a clean slate at the beginning of each term.



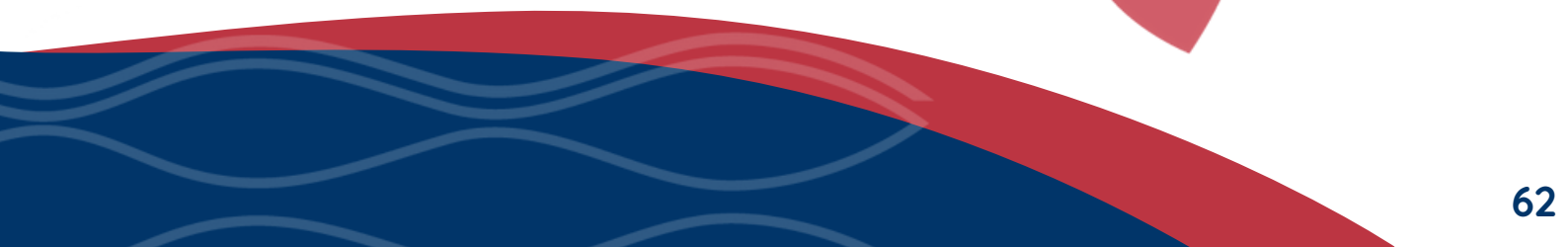


## **Hierarchy - If the behaviour escalates further:**

Loss of good standing

Suspension considered to support student growth

Exclusion of a student from attending school



## Suspension of a student from attending school

The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover;
- for all to reflect on and learn from the incident, including participating in restorative processes;
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Deputy Principals are authorised to suspend a student if the Principal is unable to.

Considerations will be made for students attending Workplace Learning and VET where suspension may prevent the student from completing the required hours.

## Exclusion of a student from attending school

Exclusion is used when the breach of school discipline causes extreme disruption to the good order and proper management of the school, in the context where:

- Ongoing breaches have occurred; and
- Intensive support has been provided by the school to the student, including:
  - Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully to meet behaviour requirements; and
  - Effective case coordination by the school, including taking advice from regional and
- Statewide services behaviour and engagement support staff, as well as any appropriate external agencies;
- The existing school environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the principal has taken all reasonable measures to change this environment; and
- In the context of all of the above, the principal, having taken advice and considered all options, considers that it is in the best interests of the student to move to an identified educational program or setting; but the parent(s) and student are not willing to undertake this move.

The principal may recommend to the Director General that a student be excluded from attending the school as part of a school's behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent.

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded. In considering a recommendation for exclusion the Director General will closely scrutinise the following:

- the responses and strategies the school has put in place to deal with the student's behaviour;
- the student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring and supportive environment for the student; or
- aggressive physical contact committed intentionally by a student against school staff (\*exception for students with a disability).

This list is not exhaustive; the Director General will consider each recommendation on its merits.

## Incident Management

After an incident, it is essential that we review our plans to determine their effectiveness and the need for adjustments. However, we are aware that, for this to be done with the required fidelity, recovery considerations need to be made.

A demobilisation process (demob) with staff is implemented to support staff recovery using Psychological First Aid. The following day, it will be determined if staff are ready to debrief. The Critical Incident Reflection Tool is used to unpack solutions moving forward. Staff directly impacted by the incident determine whether a demob is required or whether they would prefer to move to a debrief.

Class staff can determine whether they would like the process to be overseen by Leadership or their class teacher.

## Hierarchy - Incidents response and recovery:

Response and recovery checklist

Recovery considerations in schools

Critical incident reflection tool



## Response and recovery checklist for principal

### Identifying the incident and immediate response:

Prioritise safety	Check
Assess the situation.	<input type="checkbox"/>
Remove the students and staff from any source of danger.	<input type="checkbox"/>
Administer first aid or seek medical attention, as required.	<input type="checkbox"/>
If necessary, phone emergency services on 000 and enact the incident management plan.	<input type="checkbox"/>
Contact WA Police Force or Department of Fire and Emergency Services' communication centre and seek advice on whether off-site evacuation is safe.	<input type="checkbox"/>
Record evidence	Check
Document actions and decisions.	<input type="checkbox"/>
Keep and make a record of any physical or documentary evidence.	<input type="checkbox"/>
If multiple students or staff have witnessed the incident, separate them to preserve the integrity of their evidence until they are interviewed.	<input type="checkbox"/>
In cases of alleged criminal conduct, including child or sexual abuse, follow instructions on evidence preservation from the WA Police Force when given.	<input type="checkbox"/>
Ensure any mandatory reporting requirements are met.	<input type="checkbox"/>
Contact relevant parties	Check
Consider communications delivered to the wider community and stakeholders.	<input type="checkbox"/>
Timely communication to parents and carers about the incident should be considered unless doing so would place the child's safety, health or wellbeing at risk.	<input type="checkbox"/>
If a traumatic incident involves staff or students and you may notify parents or speak with the media, refer to <a href="#">Manage communications for serious incidents</a> <sup>[1]</sup> .	<input type="checkbox"/>

### Notify an incident:

Report incident	Check
Consider if you need to provide early advice to the education regional office (before an online incident notification is submitted).	<input type="checkbox"/>
Submit a report in the Online Incident Notification System (OINS). For help to report an incident in OINS, refer to <a href="#">Report an incident at your school</a> <sup>[2]</sup> .	<input type="checkbox"/>
If applicable, follow the process to <a href="#">Respond to and report a serious injury, disease, dangerous incident or death</a> <sup>[3]</sup> .	<input type="checkbox"/>

### Ongoing support and recovery:

Recovery	Check
Following an incident, identify those most affected and vulnerable. Address their physical and psychological needs. Provide ongoing monitoring and help to access support services.	<input type="checkbox"/>
For all incidents, schools and business units should plan to: <ul style="list-style-type: none"> <li>• take appropriate active steps to promote and protect safety and wellbeing</li> <li>• develop ongoing risk management strategies</li> <li>• support individuals through any action they or their families take to seek justice or redress. This includes making a report to the WA Police Force.</li> <li>• provide ongoing support to all affected students, staff and their families, as their need may change. This may include help to access specialist support services, treatment, counselling, or trauma and victim support services including debriefing for staff and student witnesses as part of their recovery.</li> </ul>	<input type="checkbox"/>
Document key ongoing actions in response to the incident.	<input type="checkbox"/>
Return to normal operations	Check
When the incident is deemed to be over, instruct staff and students to return to normal operations. Make appropriate adjustments if all or parts of the facility are not available.	<input type="checkbox"/>
Stand down or maintain the school response team.	<input type="checkbox"/>
Arrange to debrief.	<input type="checkbox"/>

### Incident review and closure:

Operational debrief	Check
<p>Examine what was effective in incident management. Identify opportunities for improvement and develop recommended actions, focusing on:</p> <ul style="list-style-type: none"> <li>• people</li> <li>• process</li> <li>• organisation</li> <li>• systems</li> <li>• training.</li> </ul>	<input type="checkbox"/>
Incident closure	Check
<p>The incident may be closed:</p> <ul style="list-style-type: none"> <li>• once the responsible authority is confident that appropriate ongoing supports are in place</li> <li>• pending investigations are underway</li> <li>• reviews have been completed and recorded.</li> </ul>	<input type="checkbox"/>

## Recovery considerations in schools

School staff use this information to guide considerations for recovery in schools.

Following an emergency or incident, school leaders and staff:

- consider actions to help others reduce distress
- assist with current needs and offer support
- prioritise their own mental health and wellbeing.

### **Provide psychological first aid**

Psychological first aid refers to the actions to help others following an emergency or incident to reduce distress, assist with current needs and offer support. It can be provided by people without formal training and includes the basic principles to promote natural recovery. This involves:

- helping people feel safe
- connecting to others
- promoting calm and hope
- accessing physical, emotional and social support
- being able to help themselves.

The following principles may be useful when providing psychological first aid.

#### **Look:**

- Identify and prioritise who may be most in need of support.
- Check for safety.
- Check for people with obvious urgent basic needs.
- Check for people who are showing signs of significant distress.

#### **Listen:**

- Understand the needs of those affected.
- Approach people respectfully who may need support.
- Ask simple questions about people's needs and concerns.
- Listen to people and help them feel calm.

#### **Link:**

- Provide people with information and practical support they need.
- Help people address basic needs and access services.
- Help people cope with their problems by providing practical assistance.



- Give accurate information that is appropriate to the person's needs.
- Provide information and services to encourage help-seeking.
- Connect people with their support networks.

People who may need help to cope can access professional support through external providers or they can access the Employee Assistance program.

Contact your school psychologist for more information regarding psychological first aid.

### **Access resources to support your own wellbeing**

It is important that school leaders and staff take time to prioritise their own mental health and wellbeing.

To maintain and improve mental health and wellbeing:

- take care of yourself
- stay connected to others
- access personal and professional support if you need it.

### **Take care of yourself**

Self-care means actively looking after your own mental health and wellbeing so you can effectively support the people you work with.

Keep active in as many ways as you can, physically, mentally, socially and spiritually. Maintain a healthy lifestyle by eating well, getting enough exercise and cutting back on alcohol and drugs.

### **Stay connected to others**

It is important that we make an effort to stay connected with others. To stay connected:

- maintain connections with friends and family
- get involved in social, sporting or hobby groups
- join in local community activities.

### **Seek support**

Seek support if:

- you feel that you are not travelling as well as you could be
- you are finding it hard to deal with life's challenges. These might include a major illness, the loss of a loved one, parenting, relationship difficulties or problems at work.
- you have been feeling down, sad, or anxious and these feelings are not going away after a few weeks.

- you have noticed you have low energy and lack the motivation to do the things you normally do.
- the use of alcohol or other drugs interferes with your health, emotions, relationships, finances, job or your ability to fulfil your daily responsibilities.
- family and friends say they have noticed a change in your behaviour.

Reach out for support from colleagues, friends, family, your doctor, a psychologist or online resources.

For free confidential counselling with a psychologist, access the [Employee Assistance program](#). This service is available to staff and their immediate family members.

Managers can get confidential advice on topics such as how to support staff who may need psychological assistance, refer to [access the Manager Assistance program](#).

If you need urgent support or someone to talk to, phone 13 11 14 to reach Lifeline. This is a 24-hour telephone counselling service. You can also access online chat or text messaging options, refer to the [Lifeline website](#). Phone 000 in an emergency.

Additional resources you can access to support wellbeing include:

[Staff and principal health and wellbeing strategies](#)

[Be You Educator Wellbeing](#).

[Be You Staff Wellbeing](#).

[Think Mental Health WA](#).

HealthyWA's article on [good Mental Health and Wellbeing](#).

[Beyond Blue](#).

ReachOut Schools', [tips for teacher wellbeing](#).

## Critical Incident Reflection Tool

**START: WHO** was Involved?

\_\_\_\_\_

\_\_\_\_\_

**WHEN** - Time: \_\_\_\_\_

Before School    Recess    Lunch    After School

AM Session    Middle Session    PM Session

Other: \_\_\_\_\_

**WHERE** did the incident occur?

Classroom    Canteen    Oval    Veranda

Other: \_\_\_\_\_

**WHAT** - Subject: \_\_\_\_\_?

Transition    Group Work    Mat Session

Independent Work    Other: \_\_\_\_\_

**WHAT** Happened?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the function of the student's behaviour?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Student..... Year .....  
 OIN Ref ..... Teacher .....



**REFLECT: How did you respond during the incident ?**

1. How were you feeling during the incident?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What did the student need feel or want?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How was the environment managed?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What was your best response?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. If you could go back, what do you think could have been done to de-escalate the situation to co-regulate the student?

What: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What changes could be incorporated into school plan to support the staff and student to prevent a similar escalation?

What: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_